Valentina Mei-Yin Chen

# GRAMMAR PLUS

ENGLISH GRAMMAR
REFERENCE AND PRACTICE





# GRAMMAR PLUS

ENGLISH GRAMMAR
REFERENCE AND PRACTICE



#### Grammar Plus B2

Editorial coordination: Simona Franzoni Editorial department: Michela Bruzzo

Art Director: Marco Mercatali Page design: Enea Ciccarelli Page layout: Federico Borsella

Picture Editor: Michela Bruzzo, Giorgia D'Angelo Production Manager: Francesco Capitano

Cover design: Paola Lorenzetti

© 2015 ELI S.r.I
P.O. Box 6
62019 Recanati
Italy
Tel. +39 071 750701
Fax. +39 071 977851
info@elilaspigaedizioni.it
www.elilaspigaedizioni.it

#### Acknowledgements

Photos: Shutterstock

No unauthorised photocopying.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of ELI.

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, resold, hired out, or otherwise circulated without the publisher's prior consent in any form of binding or cover than that in which it is published and without a similar condition being imposed on the subsequent purchaser.

While every effort has been made to trace all the copyright holders, if any have been inadvertently overlooked the publisher will be pleased to make the necessary arrangements at the first opportunity.

Printed by Tecnostampa - Pigini Group Printing Division Loreto - Trevi (Italy) 15.83.060.0

ISBN 978-88-536-1531-2

# Index

1	Present simple or Present continuous	4
2	Past simple or Past continuous	7
3	Used to / Would	9
4	Present perfect simple; Present perfect simple or Past simple	11
5	Duration form: Present perfect continuous or Present perfect simple	13
6	Past perfect simple	16
7	Past perfect continuous	18
8	Future tenses	20
9	Future continuous; Future perfect	23
10	Adjectives: position, order, formation with nouns	26
11	Adverbs: formation and position in a clause	28
12	Articles: the, a / an, zero article	32
13	Quantifiers	
14	Comparatives and superlatives (1)	38
15	Comparatives and superlatives (2)	40
16	So and such; How and What a; quite a for emphasis	
17	Modals (1): obligation	
18	Modals (2): permission, possibility and ability	
19	Modals (3): deduction; compound forms	
20	Zero and first conditionals; time clauses	
21	Second, third and mixed conditionals	
22	I wish: if only	
23	The passive (1)	
24	The passive (2)	
25	Causatives	
26	Verb patterns	
27	Reported speech (1)	
28	Reported speech (2): other reporting verbs	
29	Relative clauses	
30	Linking words (1)	
31	Linking words (2)	
32	Word order: direct / indirect object; position of other clauses	
33	Subject and object questions	
34	Question tags; So / Neither / Nor do I; use of auxiliaries	
35	Prepositions	
36	Prepositions with nouns, adjectives and verbs	
37	Collocations	
38	Phrasal verbs (1)	
39	Phrasal verbs (2)	
40	Word formation: adjective suffixes	
41	Word formation: noun suffixes	
42	Word formation: verb prefixes and suffixes	
43	Word formation: privative prefixes and suffixes	
	General Revision	
	Audio Scripts	120

## **Present simple or Present continuous**

	PRESENT SIMPLE	PRESENT CONTINUOUS
Affirmative	I / You / We / They work. He / She / It works.	I'm / You're / We're / They're working. He's / She's / It's working.
Negative	I / You / We / They don't work. He / She / It doesn't work.	I'm not / You / We / They aren't working He / She / It isn't working.
Interrogative	Do I / you / we / they work? Does he / she / it work?	Am I / are you / we / they working? Is he / she / it working?
Short answers	Yes, I do. / No, he doesn't.	Yes, I am. / No, she isn't.

#### USAGE AND EXAMPLES

- regular or repeated actions / events:
   It rains heavily in March and April.
- permanent situations and general facts:
   Water freezes at 0°C.
- scheduled events (trains, shops, TV programmes, etc):
  - What time does the bank open today?
- state verbs (opinion, preference, feelings, memory, knowledge, state or appearance): He enjoys travelling.
- narrating fictional stories:
   Oliver Twist runs away and goes to London.
- everyday routine:
   What do you usually do at the weekend?

#### USAGE AND EXAMPLES

- things happening now:
   It isn't raining at the moment.
- actions taking place around the present:
   I'm not going to school today.
- temporary actions:
   What are you doing these days?
- changing situations:
   The world population is increasing.
- future arrangements:
   Ellen's having lunch with us tomorrow.
- asking about one's plans:
   Where are you going next summer?

#### Frequent key expressions (frequency)

always, usually, habitually, often, sometimes, rarely, seldom, hardly ever, never, every day, twice a week

#### Frequent key expressions (present and future time)

now, at the moment, these days, today, tonight, tomorrow, this afternoon, next weekend

#### Note!

Verbs expressing physical perception (see, hear, smell, taste) are often used with can:

I can't see John anywhere, it's too crowded. Can you hear me?

I can't smell anything: I have a cold.

#### Note!

The Present continuous is used with *always* when it expresses irritation about something happening too often:

You're always losing the car keys, Dave! Why is Ellie always taking my things without asking? I hate it when she does that.

 Some state verbs may have <u>different meanings</u> so sometimes you can use them in the continuous form. Compare the examples:

have She has a brother. (relative or possession)
see Do you see what I mean? (understand)
think I don't think this is my book. (opinion)
look You look sad. What's wrong? (appearance)
taste This roastbeef tastes delicious. (state)

Jack is being very talkative today. (he usually isn't)
She's having a walk with her brother. (have = action)
Are you seeing Lucy tonight? (see= meet)
What are you thinking about? (mental activity)
What are you looking at? (voluntary action)
I'm tasting the wine to see if it's sour. (action)

			٠, ، ،	
1	What are the 8 speakers doing? Match the senten	ces (1		
	1 Are you seeing Jane tomorrow?		а	asking about preference
	2 You don't like French cuisine, do you?		Ь	talking about temporary situation
	<ul><li>It's getting dark, isn't it? Let's go home.</li><li>What time does the train to Bristol leave?</li></ul>		c	talking about a scheduled event
	5 Tom isn't very reliable. He's always making	excu	ses. d	describing a changing situation
	6 In the film the protagonist survives an air-cr			narrating a fictional story
	and spends four years on a desert island.		f	describing what's happening
	7 This week she isn't going to the office			complaining about a bad habit
	because she's ill.		4.7	
	8 The plane is taking off. Turn off your mobile	2.	h	asking about someone's plans
2	Underline the correct present tense.			
	1 Why does the dog smell / is the dog	5	Adam loo	ks / is looking like his brother a
	smelling you?		lot.	
	2 This pullover feels / is feeling so soft.	6	They hate	/ are hating going to the theatre.
	3 I think / 'm thinking of moving away.	7	What do t	they look / are they looking for?
	4 Sorry, we have / 're having lunch: can you call back later?	8	Be quiet p	lease, I try / 'm trying to study.
3	Write the correct present tense of the verbs in bra	ckets		
	1 They (usually / not / walk)	6	What	(Tom / do)?
	to school.	Ü	- He's an	
	2 Just a second. I (finish) my	7		(they / drive) on the
	homework.		left in Brit	
	3 How (your sister / go) to	8		(you / have) a second?
	work every day?		No, sorry,	I (work).
	4 In my country it (not /	9		(you / always /
	snow) very often.		leave) the	door open?!
	5 My pen (not / work). Can	10	Who	(Anne / wait) for?
	I borrow yours, Robert?		11	(not/know).
4	Listen to the interview and write the boy's a	nswe	rs.	
	1 Tell me about your city.			
	2 How do you usually go to school?			
	3 What do you think of horror movies?			
	4 What are your hobbies?			
	5 What do your parents do?			
	6 What are your plans for the summer?			
	7 What are your subjects this year?			

to go to the beach.

5	Build sentences using the correct present tense verb.					
		What colour I you I like?	What colour do you like?			
	1	she/ usually / work / the law firm / but / this week / she / work / home.				
	2	Terry / not / eat / much / these days. / she / have / any problems?				
	3	Peter / not / remember / names well.				
	4	We / take / the bus to work this week / but / normally / we / walk.				
	5	you / often / go / to the theatre / in the evening?				
	6	How often / she / play / basketball?				
	7	this year / we / go / holiday / June / but / we / go / usually / August.				
	8	the sun / shine / but / I / not / have / time /	=			

6 Fill in the blanks with the correct tense of the verbs from the box in the affirmative, negative or interrogative form.

to you bec	I (2)					
to you bec	I (2)					
	ause 1 (2) _			to ask a fav	vour of you	1.
	tomorrow	afternoon	but everyb	ody at hon	ne	
so nobody of	can take me	to the air	port. My p	olane (5)		
st three but passengers	(6)		to be	there an ho	our before o	departure
you	10.00	you ca	n drive me	to the airp	ort?	
						ry if you
		•				
	so nobody of st three but passengers you you (9)	so nobody can take me st three but passengers (6) you you (9)	so nobody can take me to the air st three but passengers (6) you you ca you (9) ar	so nobody can take me to the airport. My past three but passengers (6) to be you you can drive me you (9) anything to	so nobody can take me to the airport. My plane (5) st three but passengers (6) to be there an house you you can drive me to the airport. My plane (5) you can drive me to the airport. My plane (5) you can drive me to the airport. My plane (5) you can drive me to the airport.	st three but passengers (6) to be there an hour before of you you can drive me to the airport?  you (9) anything tomorrow but don't wor

7 You overhear two friends looking at a family photo album and commenting on the people they see in it. Say which photo they are talking about.





# Past simple or Past continuous

	PAST SIMPLE		PAST CONTINUOUS
Affirmative	Regular verbs: Irregular verbs:	I lived / He chatted.  I went / He wrote.	I / He / She / It was living / writing. You / We / They were chatting / going.
Negative	He didn't live / They didn't write.		I / He / She / It wasn't living / writing. You / We / They weren't chatting / going.
Interrogative			Was I / he / she / it living / writing? Were you / we / they chatting / going?
hort answers Yes, I did / No, he didn't.		/ No, he didn't.	Yes, I was / No, they weren't.

#### USAGE AND EXAMPLES

 an action / event that happened at a known or specific moment in the past or for a past period of time:

It rained a lot in Brussels last week

 a chronological sequence of actions that happened in the past:

He got in, started the car and drove away.

#### USAGE AND EXAMPLES

 an action / event that was in progress at a specific time in the past:
 It was raining when I arrived in Brussels.
 I met Lucy while I was studying at Oxford.
 What were you doing yesterday at 10?
 As I was walking in the park, I noticed three squirrels on the grass.

Frequent key expressions (past time)	Frequent key words (expressing duration)
when, yesterday, last night, in the past, 3 days ago, in 1967	while, as, when

#### PAST SIMPLE or PAST CONTINUOUS

The **Past continuous** and the **Past simple** are often found in the same sentence to express the relationship between two past activities. Study these examples:

Jane was sleeping when the thieves broke in. (the thieves interrupted Jane's sleep)
The phone rang while we were having dinner. (the phone rang during dinner)

#### Note!

- Be and modal verbs do not take auxiliary 'did / didn't' in negative and interrogative forms of the Past simple.
- The Past continuous is not used with state verbs. (see Unit 1)

1	Underline the correct past tense in each sentence.
	1 She ran / was running out as soon as she 4 Did it rain / Was it raining at 6 this morning?
	heard / was hearing the fire alarm. 5 Mr Redford stood / was standing next to
	2 Where did you go / were you going when his son in the large room. Everybody was /
	I saw you? were being quiet.
	3 The plane landed / was landing on time 6 What time did Mary leave / was Mary
	and all the passengers got / were getting off. leaving the house?
2	Write the correct past tense of the verbs in brackets.  1
3	Fill in the blanks with the correct past tense of the verbs in brackets to complete the following text.
	I'm finally back home after a 2-day nightmare. Things (1) (start) to go wrong on the morning  I (2) (leave), when I (3) (realise) I couldn't find my passport anywhere. It was 10 when  I finally (4) (find) it: it (5) (lie) under the bed and I'm still wondering how it (6) (end) up there! Anyway, I (7) (grab) a taxi and of course I (8) (get) stuck in one of the biggest traffic jams I've ever seen. As I (9) (get) out the of cab I (10) (stumble) and  (11) (fall) into a puddle while everybody (12) (stare) at me. It was obviously too late: the plane (13) (move) on the runway and ready to take off. I (14) (go) back to the check-in counter and the agent (15) (tell) me that the next plane was the next day
4	Listen to the recording and fill in the blanks with the Past simple or Past continuous of the verbs from the box.
	babysit keep look (x2) open ring rush see sleep stand tell wear
	Last night I had a dream that I (1) my little sister at my place when someone (2) the door bell.  I (3) the door and I (4) two strange-looking men who (5) on their hands: one of them (6) a clown outfit while the other (7) like an ape and (8) telling silly jokes trying to make me laugh. They (9) me they (10) for their black and white kitten and when I said I hadn't seen it they (11) upstairs where my sister (12) Then I woke up.

## Used to / Would

	USED TO			
Affirmative	Negative	Interrogative		
I used to go.	I didn't use to go.	Did I use to go?		
You used to go.	You didn't use to go.	Did you use to go?		
He / She / It used to go.	He / She / It didn't use to go.	Did he / she / it use to go?		
We used to go.	We didn't use to go.	Did we use to go?		
You used to go.	You didn't use to go.	Did you use to go?		
They used to go.	They didn't use to go.	Did they use to go?		
	Short answers			
Affirmative Yes, I / you / he / she / it / we / you / they did.				
Negative No, I / you / he / she / it / we / you / they didn't.				

#### USAGE AND EXAMPLES

Used to is found in sentences describing a past habit, or situation that is no longer true: it can be
used for both actions and situations or states. Study these examples:

I used to be very shy but then I met my best friends Lisa and Carol.

My brother goes to the theatre every two weeks but he didn't use to like it as a teenager.

What did you use to do when you were in elementary school?

 Would can also be used to describe regular habits or activities of the past and it can often substitute used to. It is normally only used in the affirmative.

When I was younger I loved walking in the park near home. Every morning, before going to work, I would go (used to go) for a stroll with my dog and enjoy the quiet.

#### USED TO or WOULD

• Remember that would cannot be used to describe states or situations. See the examples below:

My brother used to be very touchy as a child. Every time he got a lower mark than me he would stop (or: used to stop) talking to me for a few days.

My grandma was a great woman. She didn't use to be very talkative but she would always give you a hand if you needed help.

		 -
1	I used to get up late on Sundays when I was younger.	
2	I got up at 7 last Sunday.	
3	Where were you working in the 1980s?	
4	My sister didn't use to wear jeans but now she loves them.	
5	My sister wasn't wearing jeans when she came over.	
6	Did you use to be a bright student at school?	
7	When it rained we would take out a board game and play all afternoon.	
8	I used a lot of flour to make this cake.	
9	What would you like to do?	
10	I often invited them over but they would always say no.	

R

2		itences using usea to.								
	<ol> <li>I <u>loved</u> heavy metal when I was in high school.</li> <li>We <u>were</u> friends but I don't know where he</li> </ol>									
	lives now.									
	3 What subjects <u>did you like</u> when you were in high school?									
	4 I didn't go out very often in the past.									
	<ul> <li>There were fewer cars 10 years ago.</li> <li>It wasn't so warm in October when I was a child.</li> </ul>									
	o it wasn't so warm in october when I was a clind.	<del></del>								
3	Underline the correct tense in the following sente	ences.								
	1   saw / used to see my brother a lot but	4 Lucy would have / used to have long hair								
	then we fell / used to fall out over an inheritance.	as a teenager.  5   I lived / would live in Rome from 1990								
	2 Emma wouldn't / didn't use to write poems	to 2005. I went / used to go to St Peter's								
	but then she met / used to meet Greg and	Cathedral every month.								
	would start / started being romantic.	6 Did you use to be / Would you be shy								
	3 I would hate / used to hate dark chocolate as a child, but I can't live without it now.	when you were little?								
	as a clina, but I can't live without it now.									
4		iners by James Joyce and complete it with the								
	verbs from the box.									
	used to play played used to be bo	ought passed used to keep saw								
	built seemed used to play	heard used often to hunt								
	5 1 0 7 1 (11 1 1)	1. 1 1 0 1.7								
Few people (1) The man out of the last house passed on his way home; she (2) his footsteps of along the concrete pavement and afterwards crunching on the cinder path before the new red houses. One time there  (3) a field there in which they (4) every evening with other people's children. Then a man from (5) the field and (6) houses in it — not like their little brown houses but bright brick houses with some concentrations.										
					roofs. The children of the avenue (7) together in that field — the Devines, the Waters, the Dunns, little I cripple, she and her brothers and sisters. Ernest, however, never (8) : he was too grown up. Her father (9)					
						them in out of the field with his blackthorn stick; but usually little K	18			
	her father coming. Still they (12) to have been rather h									
	mother was alive. That was a long time ago; she and her brothers are									
	was dead, too, and the Waters had gone back to England. Everythi	ng changes.								
5	Fill in the blanks with the correct verb from the b	oox using the Past simple or used to / would.								
-	Write both used to and would if both of them car									
	be (x3) be able to call enjoy f	ast forget get give go take								
	0 I was already so fond of movies! I used to /	4 She scuba diving but one day some								
	would go to the cinema every weekend.	sharks attacked her so she it up.								
	<ul> <li>Dad bald when he was 25, of course!</li> <li>We to speak German but we soon</li> </ul>	5 George very sporty: every morning he up early and run 10 km.								
	it because we never used it.	6 My grandfather every Sunday: he								
	3 When I was at university I my	believed it good for his health.								
	grandma after every exam I									

# Present perfect simple; Present perfect simple or Past simple

Affirmative	Regular verbs:					
	Irregular verbs:	I have been / You have have had.	spoken / He has written / We have run / They			
Negative		I / You / We / They haven't lived He / She / It hasn't done.				
Interrogative	Have I / you / we / they studied? Has he / she / it given?					
Short answers		u / we / they have. he / it has.	No, I / you / we / they haven't. No, he / she / it hasn't.			

#### USAGE AND EXAMPLES

The Present perfect is used for actions or events happening from the past until now. In particular:

- when focusing on the experience so far (time of the past action is unimportant or not mentioned):
   I've done my homework, Mum!
- when the past action has a result in the present situation: Have you seen my glasses? (I'm looking for them now)
- when we talk about a recent event or action:
   The road is closed. There's (=has) just been an accident. Have you met him lately?
- often with the adverbs: never, ever, already, yet:
   Have you ever eaten frogs? (asking if that has or hasn't happened)
   The film's already begun. Has the train left yet? No, it hasn't left yet.
- when the time period isn't over yet (this year / today / so far) and a number indicates progression:
   I've read five books this year. (but I may read more books before the year ends)
   How many novels has Stephen King written? (he is still working as a novelist)
- with expressions like: It's the first/second time...; with superlatives as in: it's the best book ...
   This is the third time I've met her today. It's the worst film I've watched

PRESENT PERFECT SIMPLE or PAST SIMPLE					
I've cut my finger. (when is irrelevant)	I cut my finger while cooking. (time expression)				
The train has just arrived. (very recently)	The train arrived a few minutes ago. (time expression)				
Spielberg has made a lot of films. (he's alive)	Shakespeare wrote a lot of plays. (he's dead)				
Oh no, I've lost my passport. (I'm still loking for it)	I lost my passport but I found it. (completed)				
(it's 11 am) I've done three exercise this morning	(it's 3 pm) I did three exercises this morning.				
Have you been to Brazil? (experience so far)	When did you go to Brazil? (time expression)				

#### Note!

When talking about a past experience the opening sentence is usually **Present perfect simple**. However, if you keep talking about it, you switch to **Past simple**. Study the example:

A: Have you ever been to that restaurant? B: Yes, I have. (opening sentence = focus on experience)

A: Did you like the food there? B: Yes, it was delicious. (focus on specific time)

When using the Present perfect of *go* you use *gone* when someone is still where he/she went and *been* when the person is back. Compare the situations:

Where's Anna? She's gone to the doctor's. / Anna's been to the doctor. He said she's fine.

1	Underline the elements that suggest the use of	of Present	perfect o	r Past simple i	n each sentence.	
	O Tony has been to Japan twice this year.	5	Angela's	gone to the co	entre. She'll be back	
	1 I had a sandwich half an hour ago.		soon.			
	2 I still haven't decided what to do.	6	Reagan	made a few fil	ms before becoming	
	3 Milly's made 25 phone calls today.		the US I	President.		
	4 My son broke his ankle while running.					
2	Underline the correct tense in each sentence.					
	1 Their train has left / left a few minutes ago.	. 6	This mo	nth they've be	en / went to the	
	2 When have you sold / did you sell your car		cinema	370		
	3 We've spent / spent all the money. We're broke		How ma	ny times have	you fed / did you	
	4 What time has the film started / did the film start?	8	feed the	cat yesterday?		
	5 As a child I haven't liked / didn't like reading		looked	Santa e coma campo de se com	ner at senson. She	
3	Build the sentences with the correct tense us	ing the ex	pression	in brackets.		
	0 Tom / meet your parents? (ever)	На	Has Tom ever met your parents?			
	1 My mother / ski. (never)	-				
	2 Jack / win the match. (last Sunday)	-				
	3 Amanda and her parents /move here. (in 2	(005)				
	4 When / you / buy the new scooter?	-			<u> </u>	
	5 Anybody / call / the police? (yet)	-				
	<ul><li>6 I / do this exercise / twice. (already)</li><li>7 Danny / leave the house. (a few hours ago)</li></ul>	. –				
	8 How many cars / you / have? (so far)	<i>'</i>				
		_				
4	Listen to the recording and CIRCLE what finished preparing.	t George h	as bough	t. Then UNDER	RLINE what Tina has	
		agna m	eatballs	cheese w	hite wine	
	, , , , , ,					
5	First Complete the second sentence so that it		ilar mea	ning to the firs	t using the word in	
	brackets. You must use between 2 and 5 wor					
	1 I still have to finish my homework. (finishe	ed)			Control of the Contro	
	2 It started raining a minute ago. (just)					
	3 Do you still have to have breakfast? (yet)			e you		
	4 We've never seen a real whale before. (firs			25 25 20 10 to F	a whale.	
	<ul><li>His other books are all better than this. (w</li><li>Lucy went to Bristol but she's back now. (h</li></ul>			s is the		
_		1037	Luc	Size		
6						
	1 Bill anywhere? Roger's looking for him.			B did you see		
	2 Tracy to the dentist. Can you call later?	A went		B has been		
	3 How many jobs so far?	A have yo	ou got	B did you have	e C have you had	
	4 I've been to Canada twice this year.	A never		B just	C already	
	5 Grandpa here 25 years before retiring.	A has wo	rked	B worked	C did work	
	6 I all my homework this afternoon.	A have do	one	B did	C made	

# Present perfect continuous or Present perfect simple

PRESENT PERFECT CONTINUOUS					
Affirmative I've been working / They've been travelling / He's been reading / It's been snowing.					
Negative	You haven't been waiting / He hasn't been eating.				
Interrogative	Have you been sleeping? / Has she	been writing?			
Short answers	Yes, I / you / we / they have. Yes, he / she / it has.	No, I / you / we / they haven't. No, he / she / it hasn't.			

#### USAGE AND EXAMPLES

- The Present perfect continuous is used for actions or events that started in the past and are still
  continuing in the present.
- In sentences containing a duration form you typically find the following key words: how long (in questions), since (+ starting point) and for (+ duration of the action).

For longer duration there are expressions like long, all day, all night, etc.

How long has it been raining?

My husband has been working all day.

We've been doing Maths exercises for hours.

Susie's been teaching French since 2005.

- The Present perfect continuous tense is also used when we focus on an action or event that has
  just stopped but its signs are visible now after lasting for some time; it also indicates that the
  action has been intensive. Study the examples:
  - Your eyes are red. Have you been crying? (action going on for a while)

Where were you?! I've been looking for you everywhere! (intensive action)

 This tense is NOT used in negative sentences, with state verbs (have, be, know, etc) or for very long periods. In these cases you use Present perfect simple with the same function:

I haven't smoked since I had pneumonia. (because the action has NOT happened)

How long have you known Farrah? (know is a state verb)

- Lucy's lived here all her life. (she spent all her life here, it's not a temporary situation, she still lives here)
- However, when the action is only negative in part you can use the continuous form: study the examples:

Don't worry, I haven't been waiting long. (I HAVE been waiting, but not for long)
Tom hasn't been eating much since you left. (he HAS been eating but not much)

PRESENT PERFECT CONTINUOUS	or PRESENT PERFECT SIMPLE?
I've been reading this book all day. (focus on intensity and duration: how long)	I've read 20 pages of this book today. (focus on result: how much or how often)
He's been saving money for a scooter. (focus on action in progress)	He's saved some money for the scooter. (focus on completed action)
Why are you so wet? I've been washing the dog. (focus on the side effects of the action)	I've washed the dog. It's clean now. (focus on result)

#### HOW LONG IS IT SINCE... / IT'S (BEEN)... SINCE

How long has it been snowing? How long have you known Peter? We've had this car for 10 years. How long is it since it started snowing? How long is it since you (first) met Peter? It's (been) 10 years since we bought / got this car.

You **must** use *how long is it...?* when you ask about duration with negative verb forms. Study the examples:

How long is it since you stopped smoking? (not: How long haven't you smoked?)
How long is it since you (last) went to Paris? (not: How long haven't you been to...?)

1	<b>Build sentences</b>	using the	Present	perfect	continuous	and	since,	for or	how	long.	
---	------------------------	-----------	---------	---------	------------	-----	--------	--------	-----	-------	--

0	Ann / sleep / 3 o'clock	Ann has been sleeping since 3 o'clock.
1	Brad / learn Japanese / he went to Tokyo.	
2	I / collect / beer cans / 5 years.	
3	Dad / drive / this morning.	
4	Yuja Wang / play the piano /she was 6.	
5	They / work / for this company?	
6	I / think about you / all day.	

#### 2 Underline the correct alternative.

- 1 How long have you lived / did you live in Paris before moving to Italy?
- 2 She hasn't been working / worked since she had her baby.
- 3 I have known / have been knowing Greta for many years.
- 4 Has Bill been cooking for / since 8 am?
- 5 Tom hasn't had / hasn't got a job for 2 years.
- 6 How many films have you been seeing / have you seen this year?

- 7 Why are you crying / have you been crying? I'm not. I've been cutting / I've cut onions.
- 8 Max has repaired / has been repairing the antenna: the TV has been working / is working now.
- 9 Yumi has loved / has been loving Coldplay since she has been / was a child.
- 10 I haven't watched / haven't been watching TV for / since a week.

#### Write the correct tense of the verbs from the box below to complete the following sentences: choose between Present perfect simple and continuous.

	C	lo	hate	hide	run	make (x2)	n	eet	repair	talk	wash	
1	We fell out 1				other sir	nce we	6	Why		so dirty	?1	the
2	We			our neig	hbours	twice	7	l'm	out of bre	ath bec	ause I	
	this mor	ning.					8	Wha	at		Jack	
3			_ the c	at				sinc	e I last sa	w him?		
	under th	e sof	a all ni	ght?			9	You		a	lot of mistak	es in
4	How ma	ny fil	ms	.a.	Wo	ody		tests	s lately.			
	Allen	000		?			10	Dad	E	\	our bike. It's	in the
5	They are other sin				ey	each		gara	ige.			

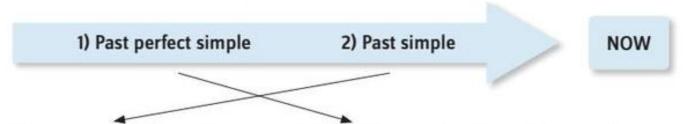
4	Pu	t a tick (🗸) next to	the right s	entences ar	nd a cross	(X) n	ext to t	he wron	g ones. Correct the mistak	es.	
	1	I haven't been lis	stening to t	his CD for a	ages.						
	2	Has it rained? Th	1000		2 T 2		$\Box$ –				
	3	The kids have be				dav.					
	4	I've been having		6.00	200	,	$\Box$ –				
	5	How long has it	6.000		iii.y.		<u> </u>				
	6				voors		H -				
	Pa-21/4	Harry's been fon	이 전에서 이 경험이 되었다.				H -				
	7	I've been liking t					$\vdash$				
	8	Trevor has been	reading ha	If of his bo	ok.		Ш_			_	
5		ckets. You must				a sim	ilar me	eaning t	o the first using the word	l in	
	1	I started studying	g Mandarin	ten years	ago. (have	)	1		ten y	ears.	
	2	When did you st	op working	there? (sir	nce)		How	long	stopped working th	ere?	
	3	The last time I sa	aw him wa	s in 2001. (	not)		I have	е		2001.	
	4	She got married	a year ago	. (has)						year.	
	5	I haven't had a					1		70.00	old.	
	6	Emma's been wo				arted)			working from h		
	7	When did you be			,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	,		_	this		
	8	When did Karla	35		2)					dan?	
	9	I haven't played							the g		
		I bought this con					I	een ages		2012.	
6		x below in the co	rrect Prese	ent Perfect	tense and	FOR	or SIN	ICE, who			
		D	e grow	change	know	live	(x2)	meet	work		
	1	Dave and Rebeco	ca	each		6	Rebec	ca	she had her sec	ond	
		other	D31012				child.				
	2	They				7	Dave		in London		
	3	Rebecca	- 353						a year.		
	4	Dave	_			8	Dave		divorced		
	5	Rebecca			er life	•	2012.				
7	Clint inter has I Besid actio At th same	on 'Clint' Eastwood, Jo national fame with his been playing) Harry Ca des working as an act on films, and dramas si he beginning of his car de scenes over and over	r is an Americ roles in Sergio allaghan. or, Eastwood nce 1971. eer, Eastwood again. When I	can actor, film Leone's 'spag (3) (directed - (4) (was – had the began directed	nmaker, and ghetti wester has directer s been – was cting, he trie actor. As a re	politic ns' and d – ha s being d to av sult, Ea	ian. He ( I in the fir s been d ) frustrat oid any a stwood (	(1) (has ris ve films what lirecting) of ted by man aspects of co (6) (is – wa	brackets to complete it.  sen – rose – has been rising) there he (2) (played – has played over 30 films, including westerning directors' habit to re-shoot the lirecting he (5) (was considering as – has been) now renowned for the lirecting he (5) (was considering as – has been) now renowned for the lirection.	to - s, ne	
	Desp		with firearms i	in his movies,	Eastwood (	7) (is s	upportin	g – suppo	rted - has been supporting) gu	in	

# Past perfect simple

Affirmative	Regular verbs:	I had worked / You had lived / She had attended / They had played.			
	Irregular verbs:	I had been / You had spoken / He had written / We had run / They had had.			
Negative	I hadn't stu	udied / It hadn't rained / We hadn't stopped / You hadn't met / They hadn't put.			
Interrogative	Had I enjo	Had I enjoyed / Had you known / Had she left / Had you read / Had they learnt?			
Short answers	Yes, I / you / he / she / it / we / you / they had. No, I / you / he / she / it / we / you / they hadn't.				

#### USAGE AND EXAMPLES

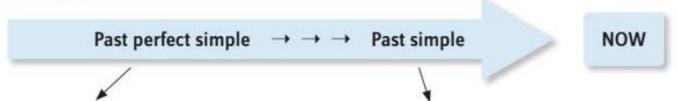
The Past Perfect Simple is normally used in sentences where the main tense is Past simple but
we take a flashback to something that happened before that event. In this case, the order of the
tenses in the sentence does not usually reflect the real order of the events.



When we got to the station our train had left, so we had to wait for another one.

(the train left BEFORE their arrival, but the information comes in the second part of the sentence)

- It also expresses duration of a past situation from a certain moment or a certain period of time up to a more recent past moment.
- It can also express how many times something occurred before another past event.
- In general it is the past form of Present perfect simple (have done → had done).
   Study the examples:



We had been there for three hours when they arrived.

She hadn't seen Rob since his wedding when she heard from him again.

 The Present perfect simple is often used with the expression by the time, which has a similar meaning to when.

By the time we arrived, the party had started.

1 Put the verbs in brackets in the Past simple or Past perfect simple.

1	We	(not / be) able to get in
	because we	(lose) the key.
2	Fortunately when	I (get) to the
	cinema the film	(not start) yet.
3	How long	(you / have) the car
	when you	(have) the accident?
4	We	(not / pass) the test because

	we	(not / stud	dy) enough.
5	That was the	first time Sally	y
	(see) him but	(fall) in love	
	with him imme	ediately.	
6	When they	(fi	nd) our luggage
	we	(be) in Pa	ris for a week.

2		e the Past : ences.	simple or P	ast perfect sim	ple of the	verbs from t	the box to co	mplete the f	ollowing
	1	be (x2) leave		at expect neet marry			forget see sper		hear want
3	2 V fi 3 V 4 V	When I rom them When we flat b We b(not) some	their post for 20 year to make ecause we toth really he anything si e pizza.	a call the batto to rechanged to the contract of the con	ery rge it. e we so we	cake 6 The cine 7 I to re 8 I	e she: film (rema (not) her ecognise her re to be a s true l	she ho not) yet whe for a long ti when we inger but wh _ (not) as ex	on I dropped the ours decorating it. In we the me so I in the street. Then my dream ecited as I
				continue k patter			and the same of th	desire deprive	finish e
	the hall motion How ca His yell flowing eyes, th complet I (9) myself breathl	If-extinguish a agitated its an I describe low skin scal g; his teeth o hat (8) exion and str hard for r of rest and l less horror a	ed light, I (3) Ilmbs. [] my emotions rcely (6) of a pearly wh almost of the raight black lighearly two yea health. I (11) and disgust (1	the dull yells the dull yells at this catastrop the work of musc iteness; but these same colour as the ps. ars, for the sole p it with an ard 3) my heart. he traversing my	ow eye of the he? [] I (5) cles and arte luxuriances he dun white urpose of in dour that far Unable to e	his featuries beneath; his featuries beneath; his featuries beneath; his formed a sockets in what fusing life into exceeded mondure the aspending	en; it (4) had a like the hair (7) a more horrid on ich they were so an inanimate deration; but nect of the being	ard, and a convolute Beautiful! - ( of a lustrous leads to the set, his shrivell body. For this low that I (12)	Great God! black, and is watery ed  I (10) []
4	two is shelted the e	a very lu months be er because earring dan was nev came	cky person fore. On the e I 7 my gling from a ver B B	umbrella at so a branch: I'll no was never be was coming	day, while me it sudd hool. Whil ever know ing C C	I 2 back enly 5 ra e I 8 for how it 10 _ have never have come	the rain to s the rain to s there! been D	o I 6 und top, I looked didn't have had come	er a tree to find I up and 9
		found		was finding		have found		had found	
		lost		was losing		have lost has started		had lost	
	5 A	started		MASS STAFFING	C	mac crarton	1)	land of the state of	
	6 1	ruchod	D	was starting				had started	
		\ rushed		was rushing	С	have rushe	d D	had rushed	
	7 A	A left	В	was rushing was leaving	С	have rushed have left	d D	had rushed had left	i
	7 A 8 A			was rushing	C C	have rushe	d D	had rushed had left had waited	i

# Past perfect continuous

	PAST PERFECT CONTINUOUS	
Affirmative	Negative *	Interrogative
I / You / He / She / It / We / You / they had been working.	I / You / He / She / It / We / You / they hadn't been working.	Had I / you / he / she / it / we / you / they been working?
Short answers	Yes, I / you / he / she / it / we / y No, I / you / he / she / it / we / y	

<sup>\*</sup> For fully negative sentences we normally use Past perfect simple (compare with the rules of present perfect simple - Duration form, Unit 5)

#### USAGE AND EXAMPLES

- The Past perfect continuous is the past of have been +ING form (see Unit 5) and it expresses
  the duration of an action in the past.
- It may also indicate that a past action was carried out intensively or vigorously.
- As with the other progressive tenses, the Past perfect continuous is not used with state verbs (opinion, preference, possession, etc)

Present	perfect continuous	Past perfect continuous
(focus on action in I'm exhausted. I've	king here for three months. progress now) been working hard. exhaustion is in the present)	She had been working for three months when she won the lottery. (action in progress at a given moment in the past)  I was exhausted. I'd been working hard. (the impact of the intense action was on a particular past situation)
Compare the Past	perfect continuous with the other	er past tenses:
Past perfect continuous		for three years when I met him. (focus on duration) n studying. (focus on intensive past action)
Past simple	I studied in Rome for 3 years.	(focus on past event as a finished action)
Past continuous	I was studying in Rome when	I met Edward. (focus on the past action in progress)
Past perfect simple	I could speak Italian because happened before another pas	I <b>had studied</b> in Rome.(focus on an action that taction)

1	Match the two parts of the sentence and build the second part using the Past perfect continuous +
	since or for when necessary.

0	d I was exhausted because I had been walking all day.	a he / feel sleepy / the morning.
1	Susie won the lottery after	b she / work on radioactivity / years
2	All the roofs where white:	c I / drive / three hours.
3	My eyes were red and swollen because	d I / walk / all day.
4	When Marie Curie discovered radium	e it / snow / all night.
5	☐ When I stopped	f she / buy tickets / 25 years.
6	He went straight to bed because	g I / cry

		ntinuous, Past simple a		atateat
	be (x2) break	bring finish go	have (x2) run be	gin wait work
		headache because she		eath because I
		computer all day.		arrived, the film
		ar for 15 years before it	already	
	down.	VOIL	Y 1 ((P) 10 (P)	a lot of clothes
	3 How long when the bus arrive		freezing cold.	coat because it
		I divorced		out after we
	for 3 years.		our homework	
3	First Choose A B C or	D to complete the sen	tences	
_	Choose A, B, C of	D to complete the sen	tences.	
	Dear Emma,			
		The state of the s	out I'm really furious with J	
			(2) to travel four hours I didn't want to miss it. By	
			essages and I (6) for alr	
			in front of the stadium who	
	When I (8) to the th	neatre, my cousin (9)	already up the tickets a	nd he (10) for us near
		oss because he (11) for		
	a. 1.[전:1.] (2011.) [전:1.]		e, but this time I'm really a	ngry. He (12) me all
	day but I don't want to s	peak to him for the time	being.	
	0 A was	B had been	C has been	D was being
	1 A arranged	B had arranged	C was arranging	D had been arranging
	2 A needed	B had needed	C had been needing	D were needing
	3 A tried	B was trying	C had been trying	D have tried
	4 A decided	B had been deciding		D was deciding
	5 A texted	B had texted	C had been texting	D was texting
	6 A was waiting	B waited	C have waited	D had been waiting
	7 A was having	B had	C had had	D have had
		K had been deffind		11 001
	8 A had got	B had been getting	C was getting	D got
	9 A had been picking	B had picked	C has picked	D was picking
	9 A had been picking 10 A was waiting	B had picked B had waited	C has picked C has waited	D was picking D waited
	9 A had been picking 10 A was waiting 11 A waited	B had picked B had waited B has waited	C has picked C has waited C has been waiting	D was picking D waited D had been waiting
	9 A had been picking 10 A was waiting 11 A waited 12 A called	B had picked B had waited B has waited B was calling	C has picked C has waited C has been waiting C has been calling	D was picking D waited D had been waiting D is calling
4	9 A had been picking 10 A was waiting 11 A waited 12 A called  8 Listen to the acco	B had picked B had waited B has waited B was calling unt of Robert Falcon So	C has picked C has waited C has been waiting C has been calling cott's two expeditions to	D was picking D waited D had been waiting
4	9 A had been picking 10 A was waiting 11 A waited 12 A called  8 Listen to the acco	B had picked B had waited B has waited B was calling	C has picked C has waited C has been waiting C has been calling cott's two expeditions to	D was picking D waited D had been waiting D is calling  Antarctica and say if these
4	9 A had been picking 10 A was waiting 11 A waited 12 A called  8 Listen to the accostatements are True (T	B had picked B had waited B has waited B was calling unt of Robert Falcon So ) or False (F). Correct th	C has picked C has waited C has been waiting C has been calling cott's two expeditions to the false ones.	D was picking D waited D had been waiting D is calling
4	9 A had been picking 10 A was waiting 11 A waited 12 A called  8 Listen to the accostatements are True (T	B had picked B had waited B has waited B was calling unt of Robert Falcon So ) or False (F). Correct the	C has picked C has waited C has been waiting C has been calling cott's two expeditions to he false ones. To reach the South Pole.	D was picking D waited D had been waiting D is calling  Antarctica and say if these  T F
4	9 A had been picking 10 A was waiting 11 A waited 12 A called  8 Listen to the accostatements are True (T  1 Robert Scott was th 2 On the first expedit	B had picked B had waited B has waited B was calling unt of Robert Falcon So ) or False (F). Correct the	C has picked C has waited C has been waiting C has been calling cott's two expeditions to the false ones.	D was picking D waited D had been waiting D is calling  Antarctica and say if these  T F
4	9 A had been picking 10 A was waiting 11 A waited 12 A called  8 Listen to the accostatements are True (T  1 Robert Scott was th 2 On the first expedit had to give up because	B had picked B had waited B has waited B was calling unt of Robert Falcon So ) or False (F). Correct the	C has picked C has waited C has been waiting C has been calling cott's two expeditions to a ne false ones.  to reach the South Pole. and been travelling on a do	D was picking D waited D had been waiting D is calling  Antarctica and say if these  T F
4	9 A had been picking 10 A was waiting 11 A waited 12 A called  8 Listen to the accostatements are True (T  1 Robert Scott was th 2 On the first expedit had to give up beca 3 On his second expense.	B had picked B had waited B has waited B was calling unt of Robert Falcon So ) or False (F). Correct the first Antarctic explorer ion Scott and his crew house they were ill. dition Scott travelled by	C has picked C has waited C has been waiting C has been calling cott's two expeditions to a ne false ones.  to reach the South Pole. and been travelling on a do	D was picking D waited D had been waiting D is calling  Antarctica and say if these  T F  og sled, when they
4	9 A had been picking 10 A was waiting 11 A waited 12 A called  8 Listen to the accostatements are True (T  1 Robert Scott was th 2 On the first expedit had to give up because on his second expenses when Scott arrived	B had picked B had waited B has waited B was calling unt of Robert Falcon So ) or False (F). Correct the first Antarctic explorer ion Scott and his crew house they were ill. dition Scott travelled by	C has picked C has waited C has been waiting C has been calling cott's two expeditions to a ne false ones.  to reach the South Pole. and been travelling on a do ship and by dog sled. huary 18, he found Amund	D was picking D waited D had been waiting D is calling  Antarctica and say if these  T F  og sled, when they

travelling for 2 months.

### **Future tenses**

		WILL	
Affirmative		Negative	Interrogative
I'll go / She'll work.		You won't do / It won't rain.	Will they write / Will he have?
Short answers	G-0000 AX 0000 A	you / he / she / it / we / they will you / he / she / it / we / they won	

#### USAGE AND EXAMPLES

predictions about future events and future facts:
 I will be 18 in 2017. I will be able to drive then. There won't be any petrol left in 2150.

 promises or offers to do something Don't worry, I'll call you soon.

- when you ask someone to do something (requests)
   Will you close the window please? I'm cold.
- when you decide to do something now This T-shirt is really nice. I'll take it.
- when you think that something will happen, but you aren't 100% sure.
   (with expressions like I (don't) think / I hope / I'm (not) sure / maybe / perhaps / probably)
   Maybe there will be a strike next week.
   I think I'll go for a walk this evening.

#### Note!

In **TIME CLAUSES** and **IF CLAUSES** referring to the future we normally use Present simple: these clauses are typically introduced by when /as soon as /until/after/if/as long as /unless. Study the examples:

I'll be able to go out **if** I finish my homework. Will you call me as soon as you arrive?

	BE GOING TO + BASE FORM	
Affirmative	Negative	Interrogative
I'm going to jump / You' to do / He's going to me	I'm not going to give / She isn't going to read.	Are you going to have? / Is it going to snow?
Short answers	m / Yes, he is / Yes, they are. n not / No, we aren't / Yes, it is.	

- When you talk about things that will happen very soon, as a consequence of a present situation: It's already 5pm and the meeting is at 5.15. We're going to be late.
- This lesson is very boring. I'm going to fall asleep.
- When you talk about your intentions for the future:
   I'm going to have a long trip around the world one day.

#### Note!

This tense isn't normally used with go or come. You use the Present continuous instead.

#### PRESENT SIMPLE

 The Present simple is used for the future when talking about scheduled events (trains, planes, shops, TV programmes, events, etc):

What time does the bank open tomorrow?

The film starts at 7 this evening.

DI	ES	CN	0	1	NI	TI		T	Ti	T	C	í
FR							100		JĘ	U	0	1

 The Present continuous is used when you talk about future arrangements and plans: What are you doing tonight?

I'm leaving for Liverpool next Sunday.

Next summer we're going to London.

I'm not going out this weekend because I have to work.

	What are the 10 speakers doing? Match the sente		
1	,	t.	a asking about a future fact
2	=		b guessing probable future situations
3			c asking someone to do something
4	= ' ' ' '	١.	d talking about future intentions
5			e offering to do something for someone
6			f talking about a scheduled event
7			g predicting something will happen soon
8		ture.	h deciding to do something now
9	What are you going to do after university?		i talking about arrangements
10	Mum's going to be angry. We're late again.		j making future predictions
<b>2</b> (	Inderline the correct alternative.		
1	It's 0°C. It will / 's going to snow.	7	We won't pass the test unless we will study /
2	l'm so thirsty. Will you make / Are you		study harder.
	making me some tea, please?	8	Are you having / Do you have lunch with
3	I'm going to go / going to the beach		Dad next Saturday?
	tomorrow.	9	I don't like these shoes. I'll throw / 'm
4	When will you be / are you being able to		throwing them away.
	deliver it?	10	Maybe we will have / are having to take
5	I'm sure it will rain / is raining this afternoon.		the test again.
6	I have / 'm going to have a party for my	11	Our train is leaving / leaves at 5,45 pm.
	18th birthday.	12	We're taking / take the 5,45 train to Brighton.
	Vrite the correct future tense of the verbs in bra vill - be going to).	ckets	(Present simple - Present continuous -
	They (not / be) able to leave until	6	The weather forecast says it
	their passport (be) ready.		(snow) next weekend.
2	My sister (be) 16 next summer:	7	Oh no! We've broken Mum's favourite vase.
	she (give) a big party and she		What (we / do) now?
	(probably / invite) you, too.	8	I haven't cleaned the windows yet, but
3	Prices are going up so fast these days: it		I (do) that this afternoon.
	(be) hard to live in the coming	9	When (Jack and Sally / get)
	years.		married? Next Saturday.
4	I've got a temperature so I (not /	10	(Carol / be) in town this
	go) to school tomorrow.		Saturday? - Yes, I (see) her in the
5	I (not / let) you go to tomorrow's		afternoon. I think we (go) for a
	concert if you (do) that again.		drink at the pub near her office.

4	Listen to the phone conversation between Farrah and Brenda and say if these statements are true (T) or false (F).
	T F  1 Farrah and Brenda are making arrangements to go to Brad and Lisa's barbecue party.  2 Perhaps Farrah won't be able to go the barbecue party.  3 Farrah agrees to meet Brenda in the afternoon.  4 Brenda has already planned to go shopping with somebody else.  5 Farrah and Brenda will have a pizza together after going shopping.  6 Farrah is going to Germany with Rob.
5	Fill in the gaps with A, B or C.
	1 They to Tokyo tomorrow morning. 2 I offered him this job. I think he _ it. 3 I promise I _ your secret to anyone. 4 Take your umbrella with you. It 5 Maybe they _ cards this evening. 6 She _ till Thursday.  A are flying B fly C will fly A takes B will take C is taking C won't tell B rains C 's going to rain A are playing B will play C play C play A will probably stay B probably stays C is probably staying
6	First Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.  1 What are your plans after dinner? (you)  2 I expect the weather to change soon. (going)  3 Please, put them on the scales. (will)  4 What is the weather forecast for tomorrow? (be)  5 My intention is to become a doctor. (be)  6 If he doesn't take some rest he won't get better. (unless)  He won't get better
7	Read Tracy's email to her friend and complete it with the suitable verbs from the box in the correct future tense (Present simple - Present continuous - will - be going to).
	arrive be be able drive call get (x2) have have to last leave pick send sleep take off
6	900
H I I I I I I I I I I I I I I I I I I I	How are you doing? I'm so excited that I (1) to visit Italy at last! I've always wanted to see your country and can hardly believe I (2) tomorrow.  My plane (3) at 7.30 so I (4) set out really early. As Dad (5) me to JFK Airport,  (6) plenty of time before departure. The trip (7) around 7 hours. It (8) a bit boring but (9) probably or listen to music during the flight.  have one more thing to ask you before I leave: (10) you me up from the airport in Rome?  Don't worry if you can't: if you (11) me your address I (12) a cab to your home. Ok, I hope you 13) back to me before tomorrow. Anyway, I (14) you as soon as I (15) in Rome.  See you tomorrow!  Sest wishes,  Fracy

# Future continuous; Future perfect

	FUTURE CONTINUOUS *	FUTURE PERFECT
Affirmative	I'll be waiting.	We'll have arrived.
Negative	He won't be sleeping.	She won't have finished.
Interrogative	Will it be snowing?	Will they have graduated?
Short answers	Yes, I / you / he / she / it / we / you No, I / you / he / she / it / we / you	사용하다 B (1) 프리스 (1) 아이트 (1)

<sup>\*</sup> Do not use this tense with state verbs -> I will be in Paris by this time tomorrow. (not: I will be being...)

#### USAGE AND EXAMPLES

 Both the Future continuous (will be doing) and the Future perfect (will have done) are used when we project ourselves forward into the future.



By this time tomorrow I will have passed my exam and I will be flying to New York.

(I am imagining my situation by this time tomorrow: the exam will be over and the action in progress will be flying to New York)

 These two tenses are often used with future time expressions with by (like by the time, by then, by this/next time)

#### **FUTURE CONTINUOUS**

- The Future continuous refers to an action or event in progress at a certain moment in the future.
   This time next Friday we'll be lying in the sun on a sandy beach in the Caribbean.
- It is often used when talking about events that will happen if everything goes as planned or talking about trains and planes arriving or leaving from stations and airports:

I'll be going to the swimming pool three times a week this semester, so I won't have much time for rugby.

The 6,45 train for York will be leaving from Platform 6.

- It can be used when you guess that something is happening now.
  - Don't call Ellen now: she'll be having a shower.
- It can also be used to ask about future plans, in a polite, tactful way.
   Will you be having dinner with us tomorrow Mr Jameson?

#### FUTURE PERFECT

- The Future perfect refers to an action that will already be over at a certain moment in the future.
   The book must be taken back by Thursday. Don't worry: by then we'll have already returned it.
- The Future perfect simple is used when we talk about one's achievements at a certain moment in the future.

I hope I'll have finished university by 2017.

We can also use this tense to guess what must already have happened now.
 Let's call a taxi. Our bus will have left by now.

#### FUTURE IN THE PAST

When we want to express the idea that in the past you thought something would happen in the
future we usually use the modal verb would + Base form. The Future in the past follows the same
basic rules as the Future Simple, but would is used instead of will. Compare the examples:

Future simple: I'll be late for lunch.

**Future in the past:** *I knew I would be late for lunch.* (in the past I predicted something that would happen at a later moment).

Future simple: According to the weather forecast it'll rain tomorrow.

Future in the past: According to the weather forecast it would rain the day after. (describing wat was a prediction in the past)

It is also possible to use other Future in the past forms like was/were going to or was/were about to.
 Study these examples:

It was going to rain when we decided to come back home. (describing an imminent event at a given moment in the past)

I was about to leave but the phone rang. (I was on the point of doing something soon afterwards)

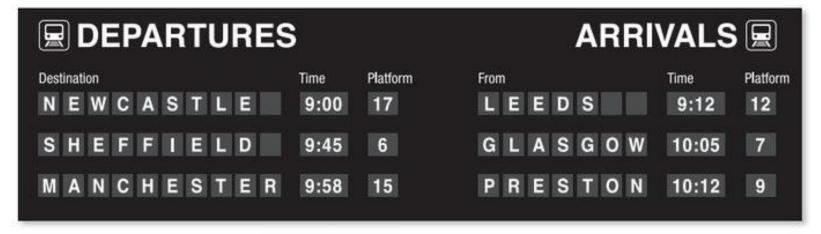
The Future in the past is often found in reported speech (see Unit 27 for more information)
 He said he would try to get in touch as soon as possible.

1	Match	the	two	parts	of	the	sentences.
---	-------	-----	-----	-------	----	-----	------------

- When he begins his new job,
   By the time you get to the restaurant
- 3 Don't worry. This time next week
- 4 Don't disturb him now:
- 5 It's 2pm.
- 6 Next Sunday my parents
- 7 The kids will be sleeping
- 8 It's still dark outside:

- a he'll be studying for his exam.
- b Terry'll have finished having lunch by now.
- c will have been married for 50 years.
- d by the time you get back home.
- e everybody will still be sleeping.
- f he'll be earning enough to buy a Ferrari.
- g we'll have found a solution to the problem.
- h they'll be having dinner.

#### 2 Look at the train timetable and complete the sentences with the Future continuous or the Future perfect.



- The 9.00 train to Newcastle will be leaving from Platform 17.
- 1 The train to Newcastle \_\_\_\_\_ at 9.02.
- 2 At 9:12 the train from Leeds \_\_\_\_\_ at Platform 12.
- 3 The train to Sheffield at 9:45.
- 4 The train to Manchester \_\_\_\_\_ when the Glasgow train is arriving.
- 5 The 10:05 train from Glasgow \_\_\_\_\_ at Platform 7.
- 6 The train from Preston \_\_\_\_\_ at Platform 9 at 10:15.

3	Listen to the conversation between	n Cindy and Tracy and say if the following statements are
	true (T) or false (F).	T F
	1 Cindy will be doing her homework o	n Friday
	<ol> <li>Cindy will be doing her homework o</li> <li>Tracy will be watching a movie on F</li> </ol>	
		her History test by Saturday afternoon.
	4 Tracy and Mick will be having dinne	
	5 Cindy will be leaving later than Trace	7 P. C.
	6 Tracy and Mick will already be there	- 100gg (100 g
4	First Complete the second sentence so the brackets. You must use between 2 and 5	that it has a similar meaning to the first using the word in 6 words.
	1 I think I'll be on my way home by th	at time. (going) I think I by that time.
	2 I'm sure the kids are doing somethin	생물하다 하면 하면 하면 보면 하면 하는 것이 되었다면 하는 것이 되었다.
	They're too quiet. (be)	quiet.
	3 'I know I'll regret this one day' though	
	4 During the course we'll be learning h	
	properly. (learnt)	how to breathe properly.
	5 I suppose Dave has already arrived i	
	6 Mum brought a few sandwiches beca	그러워 전에 가게 되면 하면 10 10 10 10 10 10 10 10 10 10 10 10 10
	expected us to be hungry later. (wou	
5	Julia is going on a 3-day school trip. Loo	k at the itinerary and complete the sentences with the
	correct future tense of the verbs from th	ie box.
	be go have l	and leave listen travel visit
	Trip to Berlin	
	Tuesday	1 At 7.15 on Tuesday Juliajust from Madrid.
	7.00am departure from Madrid Airport	2 At 9.55 on Tuesday she in Berlin.
	10.00am arrival in Berlin afternoon: Pergamon Museum	3 On Wednesday evening she 2 museums
	evening: dinner at hotel	and an art gallery.
	Wednesday	4 On Wednesday she in Berlin for two days.
	morning: Jewish Museum	5 On Wednesday evening she to classical music.
	lunch: Potsdamer Platz	6 On Thursday she lunch near the
	afternoon: New National Gallery evening: concert Berliner Philarmoniker	Brandenburg Gate.
	Thursday	7 At 9pm on Thursday she for two hours.
	morning: Berlin Wall and Checkpoint Charlie	8 At 10.15 pm on Thursday she home from the
	lunch and early afternoon: Brandenburg Gate	airport.
	7:00pm: flight back 10:00pm: arrival in Madrid	an port.
	10.00pm. arrivar in Madrid	J
6	Underline the correct Future in the past	form.
		ou were about to / would go to the swimming pool before dinner.
		그 그 사람들이 그리고 있는데 그는 그 사람들이 가장 그리고 있는데 그리고 있다.
		fitness lesson was about to / would go on for an hour and a half.
	save hundreds of lives.	to / was about to be a doctor and she would / was about to

5 I was about to / would give my speech when a man at the back of the audience stood up.

6 We were going to / would start the lesson when the fire alarm went off.

# Adjectives: position, order and formation with nouns

#### POSITION OF ADJECTIVES

 Most adjectives can be used both in attributive position (before a noun) and in predicative position (after a verb).

I've got **blue** eyes (attributive) → My eyes are **blue** (predicative)

 However, there are a few adjectives that can only – or mostly – be found either in attributive position (before nouns) or in predicative position (after verbs). Here is a list of the most frequent ones.

#### Attributive position (before nouns)

elder / eldest brother, sister

live animals

mere idea, mere child

a sick boy

 compound adjectives like: red-haired, middle-aged, two-legged, man-eating, breath-taking, smoke-free

#### Predicative position (after verbs)

My brother's older than me.

I feel alive.

They were asleep.

The boy was ill.

other adjectives like: awake, alone, afloat.

#### ORDER OF ADJECTIVES

- When several adjectives come before a noun, the ones referring to opinion come first, then we
  use the adjectives for its physical description. After these come the adjectives that specify origin,
  material and purpose of the noun.
- There should be no more than 3-4 adjectives before a noun.
- · Study the following scheme and examples.

1	2	3	4	5	6	7	8	9	10
Determiner /	20,000		Fa	ect					276200000
numeral	opinion	Size / length	Shape / weight	age	Colour / pattern	origin	material	purpose	NOUN
Her	lovely		upturned						nose
This		short			black		woollen		skirt
The	pretty		slim		blonde				woman
Our				new		Spanish			neighbours
Jackie's		long			striped				curtain
Three						Indian	ivory		figurines
A few				ancient			gold		coins
A pair of	cheap						plastic	reading	glasses

#### EXAMPLES

I've just seen your wonderful little wooden house by the lake.

She was wearing a long black leather coat and a hat.

In the locker there was a pair of old grey football boots.

Where's my light blue silk blouse, Mum?

The cat broke my ancient blue and white Chinese vase.

#### NOUNS AS ADJECTIVES

- You can often find nouns used as adjectives in attributive positions, which indicate the purpose of
  the noun they refer to. Some common examples are words like tennis racket, table cloth, car keys,
  garage door. When used as an adjective, the noun is mostly singular even though it has a plural
  meaning (example: shoe shop = a shop selling shoes).
- When you form hyphenated adjectives containing nouns and numbers, the noun in the compound word is always singular, as in a ten-dollar note, a 4-year-old boy, a 15-hour flight.

1	Un	derline the correct alternative.				
	1	My son is older / elder than my daughter.	4	Cindy is such a	(n) alive / lively girl	
	2		5		k / ill puppies that ne	
		doesn't have any friends.	6	I really love you	ur new spotted / she	ort cotton
	3	Jeff has bought an American / amazing		dress.		
		black sports car.				
2	Ch	oose A, B or C to fill in the blanks with the correc	ct o	rder of adjective	es.	
	1	He was wearing a(n) sweater.	4	The keys are in	a box	
		A dirty old flannel		A brown little	cardboard	
		B flannel old dirty		B cardboard l	orown little	
		C old dirty flannel		C little brown	cardboard	
	2	Maria is going to marry a man.	5	The men were	sitting around a	_ table.
		A young French handsome		A glass square	long	
		B handsome young French		B square long	glass	
		C French handsome young		C long square	Same and the same	
	3	I saw a film last night.	6	I need to buy a		
		A new Korean moving		A frying large		
		B moving new Korean		B large steel fr		
		C Korean moving new		C steel large fr	ying	
3	Co	mplete the definitions below with the correct hyp	phe	nated or noun a	djective.	
	1	A man that is 25 years old is a man.	4			drink.
	2	A boy with dark hair is a boy.	5		O pages is a	
	3	An alligator that eats men is a	6		lasts long is a	
		alligator.		memory.		
4		Complete the second sentence so that it has a	sin	nilar meaning to	the first using the	word in
	bra	ackets. You must use between 2 and 5 words.				
	1	Her blonde hair is curly and long. (got)		She's	hair.	
	2	The handsome man I spoke to had blue eyes. (a)		I spoke to	man.	
	3	My best friends are both 18. (two)		I've got	best friends.	
	4	My trip lasted three days. (on)		I went		
	5	All my friends were asleep at two. (of)		None		
	6	My dining table is two feet long. (have)		lt	able.	
5	11	Listen to the definitions of 10 common compou	ınd	adjectives and n	natch them to their	
	syı	nonyms on the left.				
	1	narrow-minded		a polite		
	2	high-spirited		<b>b</b> careless		
	3	well-educated		c old		
	4	well-behaved		d smart		
	5	absent-minded		e crowded		
	6	quick-witted		f intolerant		
	7	brightly-lit		g illuminated		
	8	strong-willed		h cultured		
	9	densely-populated		i enthusiastic		
	10	out-dated		i stubborn		

# Adverbs: formation and position

#### FORMATION OF ADVERBS

- Adverbs are words that modify verbs, adjectives and clauses, providing further information such as frequency, manner, degree, etc.
- Adverbs are often formed by adding the suffix -LY to an adjective or less frequently to a noun, with a few spelling alterations in some cases:

ADJECTIVE	+ -ly (changes)	ADVERB
usual / surprising / unexpected / hour	no alteration	usually / surprisingly / unexpectedly / hourly
probable / simple / gentle / true happy / noisy / easy / shy	-e is dropped -y → -ily	probably / simply / gently / truly happily / noisily / easily / but: shyly (monosyllable)
automatic / heroic / public	-ic → -ically	automatically / heroically / but: publicly (exception)

- When an adjective ends with -ly you must use the adverbial phrase in a (adjective) way / manner: friendly → in a friendly way / silly → in a silly way
- Some adverbs have the same structure as adjectives. The main ones are late, early, daily, hard, live, long, high, low, right, wrong, fast, close, wide.
- In some cases these adverbs/adjectives may have other same-rooted adverbs with different meanings. Here are the most frequent pairs:

late $\rightarrow$ Am I late? (not on time)	lately → I haven't seen him lately. (recently)
hard → I studied hard yesterday (a lot)	hardly → I hardly studied yesterday (almost not)
close → The school is quite close (near)	closely → Study this example closely (in detail)

- There are 3 main positions for adverbs: initial position (at the beginning of a clause), mid-position (before or around the verb) and end-position (at the end of a clause).
- Several adverbs can be placed in more than one position, but never put an adverb between the main verb and a direct object.

#### POSITION OF ADVERBS

place there, around, outside, nearby, somewhere, upwards, abroad

→ My brother often travels abroad. mostly at the end of the clause

time yesterday\*, tomorrow\*, now\*, today\*, later, yet, early, soon

→ I haven't met Jack yet, but I saw Alice yesterday.

mostly at the end of the clause (\* = beginning, too)

already, just, still, ever

→ Have you ever seen him? No, I've never seen him.

between auxiliary and the Past participle

frequency hardly ever, never, always, sometimes\*, usually\*, often\*

→ It hardly ever snows in winter here.

→ I usually go by bus, but sometimes I walk.

before the main verb, after be or auxiliary and modal (\* = beginning, too)

occasionally, frequently, normally (end or before verb)

 $\rightarrow$  I go to the opera occasionally (or: I occasionally go...)

end of the clause or before the main verb

degree	extremely, quite, very, really, so, slightly, almost, nearly, too*  → It's too late, and I'm quite tired. ('too' means 'excessively')  → I'm 18 years old, too ('too' means 'also')  right before the adjective or adverb they modify.
	* When too means 'also', it is placed at the end.
	<ul> <li>enough (after adjective or adverb, before noun)</li> <li>→ You aren't tall enough to play basketball.</li> <li>→ Have we got enough flour to make pizza?</li> <li>after adjective or adverb but before nouns.</li> </ul>
certainty	surely, of course, probably*, maybe, perhaps  → Perhaps there will be a strike on Monday.  → I'll probably leave tomorrow. (or: Probably I'll leave)  → Surely you can speak English.  mostly at the beginning (* = before main verb, too)
viewpoint and comment	<ul> <li>obviously, unfortunately, luckily, personally, clearly</li> <li>→ Obviously, my brother was late.</li> <li>→ He was clearly embarrassed.</li> <li>→ Dogs are definitely my favourite pets.</li> <li>Viewpoint adverbs are usually at the beginning with a comma, or before the main verb (or after be).</li> </ul>
manner	<ul> <li>well, fast, hard, badly, quickly, heavily, sofly, loudly, fluently</li> <li>→ She can run fast. (after intransitive verb)</li> <li>→ Walter speaks English fluently. (after object)</li> <li>→ I did well in the test. (after verb, before preposition)</li> <li>These adverbs are mostly placed at the end of a clause, after the object or after intransive verbs.</li> </ul>
	<ul> <li>happily, gently, quickly, angrily, quietly, selfishly, generously</li> <li>→ He closed the door gently.</li> <li>→ He gently closed the door. (more formal)</li> <li>These can either go at the end of the clause but also before the main verb.***</li> </ul>
	**When the clause with the adverb is followed by another short clause the position of the adverb may slightly change the meaning of the sentence. Compare these sentences:  → I quietly asked him to leave. (quietly refers to asking, more formal)  → I asked him quietly to leave. (quietly refers to asking)  → I asked him to leave quietly. (quietly refers to leaving)
	with so / very / really / quite / rather + adverb are usually placed at the end of the clause.  theatre very often.
Write the advert	or adverbial phrase from the adjectives and nouns below.
1 full _ 2 particular	7 subtle 8 sudden

busy

hour

month

organic

9

10

11

12

practical

early

lonely

dry

3

2	Un	derline the adjective	e / adverb / adverbial p	phrase to	complete the following sentences.
	1	Anine has a very so	ft / softly voice.	7	I can hard / hardly see anything.
	2	100	es lovely / in a lovely	8	The girl ran towards her father happy / happily.
	3	They didn't answer	very polite / politely.	9	Sam is near / nearly there.
	4		me quite late / lately.	10	He's a particular / particularly clever boy
	5	I'm slight / slightly	가게 있는데 이렇게 있는데 데 아무리 이 것이 이 경기를 보고 있는데 바다. 		
	6		ast / fastly: slow down.		
3	Lo	ok at the sentences a	and put a tick (🗸) whe	re the adv	verbs in brackets must be placed.
		I ☐ do ☐ my hom ☐. (rarely)	nework in the afternoon	3	He ☐ has ☐ been to Korea ☐ twice. (already)
	1		nglish . (very well)	4	I've I finished I the book I. (almost)
	2		all the children	5	There aren't eggs: we must buy a
	2	(outside).	an the children	,	few . (enough)
4	Sa	v if the adverbs in it	alics refer to time (T).	frequency	(F), viewpoint (V) or manner (M).
-		,	10101 10 11110 (17)		T F V M
	1	This train is hardly	ever on time.		
	2	Actually, I can't swi			<u> </u>
	3	Don't worry. We'll b			
	4	The kittens ate all the			
	5	I go to the theatre o			
	6	He surely tried to ge	0.00		
	7		Idom comes to the USA		
	8	Today it's a bit wine		•	
	9				
	10	Stupidly, I left my u I'll think about it to			HHHH
	11		money in his pocket.		HHHH
	12	The kid waited for i	nis mother <i>patiently</i> .		
5	Fin	Choose A, B, C or	D to complete these s	entences.	
	1	My children go out	with their school friend	s	
		A quite rarely	B hardly ever	C seldon	n D never
	2	I think this film is			
		A boring enough		C almost	boring D boring too
	3	We can walk there.			0 0
		A closely	B close	C nearby	D nearly
	4	You didn't work			
	3350	A so hard	B hardly enough	C so har	dly D hard enough
	5	You won't need		C 30 man	aly Dilara chough
	,	A maybe	B of course	C probab	oly D already
	6	Don't get me . I o		C probat	D alleady
	U	A badly	B bad	C wrong	D wrongly
	7			C WIONE	D wrongly
	7	Don't be afraid. You	108.321	C surely	Dicloar
	0	A freely	B free	C surely	D clear
	0	I met her parent		C yet ha	ven't D haven't vet
		M SHIII HAVARII I	D HAVER I SIIII	I VEI DAI	VELL DIGVELL VAL

6	617	First Listen to the 4 conversations and choose A, l	B or C	to answer the questions below.
	1	1 Jenny hasn't seen much of Rob because		
		A he's been working hard for his exams.		
		B he's going to do other things for a while.		
		C he's hardly studied anything for his exams.		
	2	2 The lady explains that		
		A she has had a baby girl lately.		
		B she had a baby girl late in her life.		
		C _ she was always late when her daughter was a	baby.	
	3	3 The man says that		
		A  he watched the whole tea making process care	fully.	
		B  he was close to Mrs Watanabe as she demonst	rated	how to make tea.
		C _ the Japanese lady closed the ceremony by pour	ring so	me tea into the cups.
	4	4 The two friends		
		A will have to leave home soon.		
		B will have to leave home early.		
		C will have to leave home fast.		
7	Stı	Study these sentences, which are both grammatically p	ossibl	e, and choose the one that has the
	mo	most suitable position for the adverb.		
	1	1 a He told me to get ready quickly 3	а	She gently asked me to wake the
		because we were already late.		baby up so as not to make her cry.
		b He quickly told me to get ready	b 🗆	She asked me to wake the baby up
		because we were already late.		gently so as not to make her cry.
	2	. 19 1 -	а	
	1990	with the job.	50.5	him. It's a confidential thing.
		b Frankly, I told him that I was fed up	b 🗆	
		with the job.		personally. It's a confidential thing.
8	Lo	Look at the picture and complete its description with th	e corr	ect adverbs from the box.

cheerfully clearly just loudly maybe perhaps probably slightly

	100		
		W	

## Articles: the - a/an - Zero Article

#### A/AN

This article is used to indicate an unspecified thing or person. It is only used before singular, countable nouns.

You use A before

- consonants and words starting with Y: a dog a hotel a window a yacht a young man
- words starting with U or E, when the sound is /iu:/: a unit a European country

You use AN before

- vowels: an arm an umbrella an elephant an illness
- unsounded H\*: an hour an honourable man an heir an honest citizen

A/AN is also used in some phrases when you talk about

- jobs: I'm an architect Are you an engineer? He isn't a teacher.
- some health problems: I have a headache a cold a cough a temperature
- expressing wonder: What a lovely dress! what an incredibile holiday!
- frequency: once a week twice a year three times a month

#### ZERO ARTICLE

- You use no article before uncountables and plural nouns when you are talking about a category
- You also use no article with abstract nouns (subjects, types of art, sport and activities) in general.

#### THE

- This article is used for **definite things**, when you are talking about a **specific situation** or something you have already mentioned.
- · You pronounce it [ði:] before vowels.
- You can use it with both countable and uncountable nouns.

#### Compare the following examples

I really like dogs. (that kind of animal)

The dogs are in the garden. (I know which dogs)

Water is 70% of a human body. (the substance in general)

Can you pass the water, please? (the bottle of water on the table)

#### SPECIAL CASES

When you talk about a specific type of thing in general but this is indicated by an adjective.

20th-century art is very interesting.

When a noun is followed by of or a relative clause making it a specific thing or person. The art of the 20th century is very interesting.

lakes: Lake Michingan

single mountains: Mount Everest

islands: Sardinia

countries (general): Great Britain - Holland -

South Korea languages: French

bridges, castles and churches: Tower Bridge

planets: Mars - Venus - Neptune play sports: play football - play tennis titles + names: Queen Elizabeth

places where you do specific activities: at / to school - church - work - in / to hospital - bed adjectives + nouns in general: young people numbered things: Room 12 - Chapter 4 Other nouns: Parliament and Congress, Man (in general, human being) - television - space -World War II

rivers, seas, oceans: The Seine - The Mediterranean

mountain ranges: the Alps groups of islands: the Hebrides

plural countries or with words like Union, Republic, Kingdom: the UK - the Netherlands

peoples: the French

museums, cinemas, theatres, hotels: The Odeon

the Sun - the Moon - the Earth

play instruments: play the piano - play the violin titles in general: the queen - the president places in town: at / to the station - airport -

butcher's the cinema

adjectives meaning categories of people: the young with ordinal numbers: the first chapter other nouns: The English Parliament - the environment the sky - the sea - the air - the cinema - the radio the theatre - the Addams - the Second World War

	120			
1	Un	derline the correct words in each sentence.		
	1	My daughters go to a / the gym once a /	5	
		the week.		the hospital where she was born.
	2	The washing machine is a / an / the useful	6	When you have a / the headache and a /
		appliance.		the temperature, you usually have a / the flu
	3	This is the story of an / a / the young man	7	Can you clean a / the living room? You lef
		who marries a / an / the witch.		a / the terrible mess in there.
	4	Have you seen a / the new neighbour yet?	8	What a / the great coincidence: we were
		Yes, she's a / the very nice lady.		born on a / the same day!
2	€ B	Read the following titles of plays and films	and ur	derline the articles that are pronounced
70%	11 -	:]. Then listen to the recording to check your a		
	1	'The Phantom of the Opera'	5	'The Usual Suspects'
	2	'Gone with the Wind'	6	'The Elephant Man'
	3	'The Heiress'	7	'The Addams Family'
	4	'The Young Victoria'	8	'The Taming of the Shrew'
3	W	rite THE or X (= nothing) in the spaces.		
	1	cars in that garage belong to girls	11	I've got to go to university tomorrow.
		who live next door.	12	I prefer cinema to theatre, but I
	2		12,57	usually watch films on TV.
	3	- 10. 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	13	
		whale is the biggest sea mammal living	14	[ [ 1 [ [ [ [ [ [ [ [ [ [ [ [ [ [ [ [ [
		on earth.		stayed at Sheraton when I travelled to
	5	For tonight's party we need beer,		China.
	14-00-0	coke, and water.	15	
	6	Where'swine I bought yesterday?		Mountains.
	7	My favourite food is Parmesan cheese.	16	Man's greatest discovery is chocolate.
	8	Men and women have similar abilities	17	I really hate horror films.
	-	and needs.	18	literature of 20th century is more
	9	Do you play rugby?		interesting than Victorian literature.
	10	He has a large bowl of milk and cornflakes		
		for breakfast.		
4	Fir	cst Complete the second sentence so that it has	s a sin	nilar meaning to the first using the word in
		ackets. You must use between 2 and 5 words.	mai meaning to the mot using the word in	
	1	Have you met Mr and Mrs Simpson? (the Simp	sons)	Have you met?
	2	Jack's really fond of English History. (England)	Jack really loves	
	3	The French are really proud of their language.	e) of their language.	
	4	I like the kitten in picture 3. (the)		I like the kitten in
	5	Tigers are in danger of extinction. (is)		endangered species.
	6	The young are often accused of exaggerating the	neir	often accused of
		troubles (people)		exaggerating their troubles.

My grandfather was killed during World War I. (the)

She gave me some useful advice. (suggestion)

7

8

My grandfather was killed

She gave me \_\_\_\_\_.

## Quantifiers

Quantifiers are words that we use to determine the amount of something or a number of things expressed by a noun.

Some quantifiers can only go with **countable nouns** (books, children, apples), whereas other quantifiers are only used with **uncountable nouns** (milk, strength, money). There is also a third group which can be used with **both types of noun**.

#### Scarcity or a small quantity

- · no / not any + plural countable and uncountable
- none of + plural countable and uncountable ( = not any)
- hardly any + plural countable and uncountable ( = almost no / none)
- very few / just a few + plural countable (= hardly any)
- · few + plural countable (= not many)
- · too few + plural countable
- · very little / just a little + uncountable (hardly any)
- · little + uncountable (= not much)
- just a bit (of) + uncountable (more colloquial)
- too little + countable

I have no free time this week. OR: I don't have any free time this week.

None of my friends is coming to Brussels with me. (= no friends)

There are very few things I care about. OR: there are just a few things I care about.

Few people can speak Gaelic. (OR: not many people can speak Gaelic)

There's just a little time left. (OR: There is hardly any time left)

I've got too little patience. (OR: I haven't got enough patience)

We need just a bit of luck.

#### An unknown quantity

- some (in affirmative sentences and with offers and requests) / any (in questions) +
  plural countable and uncountable
- a few + plural countable
- · a number of / several + plural countable
- a little + uncountable
- · enough + plural countable and uncountable (a sufficient quantity)

We need some eggs and some flour. OR: We need a few eggs and a little flour) There are a number of reasons for this. OR: There are several reasons for this.

Put a little salt in the soup. OR: Put some salt in the soup.

You don't eat enough vegetables. / I don't want to buy more coffee: I have enough.

A large

quantity

- a lot of / lots of / plenty of / loads of (colloquial) + plural countable and uncountable
- many + plural countable (mostly in negative and interrogative sentences)
- too many + plural countable (= more than many)
- most + plural countable and uncountable (= the majority of)
- most of is used when it is followed by a pronoun, possessive, demonstrative, etc
- a great deal of + uncountable (= a lot of)
- much + uncountable (only in negative and interrogative sentences)
- too much + uncountable (= more than much)

Now that I'm retired I have plenty of free time.

Most people like chocolate. / Most of my relatives live in Taiwan.

You need a great deal of patience to be a teacher.

I don't drink much water, because I'm never thirsty. (OR: I drink little water...)

#### OTHER EXPRESSIONS OF QUANTITY

- When we talk about two things we use both (of), either (of), neither (of). The preposition of is
  used only when the noun is preceded by THE, demonstratives and possessives:
  - **both (of)** (= the two of them)  $\rightarrow$  The purple one is lovely but I quite like **both** colours.
  - **neither (of)** (not any of two) → **Neither of** my twin sisters is blonde.
  - either (of) (=one or the other) → Would you like pizza or lasagna? Either.
- Either can also be used in negative sentences to mean neither:
   I saw both these films but I didn't like either (= I liked neither)

When we want to express the totality of something we use all, every + compounds with every, each and whole, but there are differences in the usage of these quantifiers.

- All (of) (+ plural countable or uncountable) is used as an adjective or as a pronoun as follows:
  the totality of or as → All (of) my friends love wind-surfing. All of them hate football.
  everything / the only thing that → All I want is food. I'm starving! (in this case it must be followed by a sentence specifying it, not alone: you say: 'Is everything all right?' Is all all right?)
- Every (+ singular countable) can be used to mean the same as all + plural. Compare these examples:
  - I've downloaded every track on this website OR: I've downloaded all the tracks on this website.
- Everything is a pronoun referring to things, everybody and everyone refer to people:
   Everybody helped to make the costumes for the show, so everything was ready by 7 pm.
- Each (+ singular countable) can mostly be substituted by every, but it stresses every single thing
  or person in a group rather than the total amount as a whole.

However when we talk about a small quantity, 'every' isn't normally used; you can only say 'each of', not 'every of' (but you can say 'every one of' if the number is bigger) Each time I see this film I cry. OR: Every time I see this film I cry. ('All the times' is possible, but more colloquial)

I know each person in this room personally. (a limited number of people)

Each of my siblings has their own room.

 Whole (+ singular countable) is normally preceded by an article or a possessive and it often means the same as 'all + singular countable'.

We spent the whole day at the shopping centre. OR: We spent all day at the shopping centre.

#### 1 Underline the correct quantifier in each sentence.

- 1 Would you like some / any apple juice?
- 2 We don't have much / many homework to do.
- 3 There are usually lots of / a few books in a library.
- 4 I have no / none relatives living in my town.
- 5 Nobody with a bit of / little common sense would swim in a lake when there's a thunderstorm.
- 6 There isn't some / enough time to visit the Tate Gallery today.
- 7 There is hardly any / a little room in the fridge, so put the fruit on the table.
- 8 There are plenty / several mistakes in this test.

Are these sentences right (\( \sigma \)) or wrong (\( \sigma \))? Correct the wrong	2	2	Are these sentences	right	(√) or	wrong (X	)? Correct	the	wrong	on	es
---	---	---	---------------------	-------	--------	----------	------------	-----	-------	----	----

1	we do much sport to keep fit	5	Do you want any milk in your tea?
2	Hardly any of my friends have a full time job.	6	He doesn't have much patience to do a
3	Can I have little water, please?		sudoku.
4	There are many countries I'd like to visit.		
	72		

3	de	white was a second	isten to a s with the qu				contrastin	ig two picti	ares and	complete :	the following
	root city, hav	ll, (1) th fs, a wonder , because (7 re (9) sp	s like the ones ese houses are ful garden wit people li ace in towns. I out maybe I slig	really be h (4) ve in flats n the cou	autiful. Act space and in my cou ntry it's a b	tually, I ca (5) p ntry and oit differe	n't see (2) _ lants and tre (8) can nt, though	differences ees around. I s afford to live i anyway, I thi	s between t suppose (6) n large hou nk I would	hem: (3) them is ses, because love to live in	in an Italian we don't (10) of
4	Co	mplete th	ese senten	ces with	each, e	very, a	ll or who	le.			
	1		a large dia	mond or	1	of her	5	I spent the		weekend o	loing the
	2	earlobes Not	verbs ar	e regula	ır		6	laundry.	the paint	ings in this	s room has
	3	1	itizen over			to vote.		something	(10.5)	-	7100111 1103
	4		do t		_		7				ennis it rains.
		I had no	time.				8	She spent	her	life stud	lying lions.
5	Lo	ok at the	picture and	the rec	ipe for a	a cake.	Complete	the senten	ces with	the missir	ng parts.
		=		///\	11	9					
			1	7-1-5				7.00	redients:		
		1	-0		The same of the sa			754300	) gr. buttei ) gr. flour		
			14						) gr sugar		
							1		strawberr		
					2		4,400		ggs		
							200	1.00	sp. baking sp. vanilla		
							4	0.000	. milk	extruct	
							1				~
	all	both	enough	few	little	lot	much	neither	none	plenty	some (x2)
V											
		re's (1)						eggs so w			. /
		ve got (4)_						we need a (6)			
	(7) We	have milk k	We also n			we hav		berries becau			t and baking

. Well, I'll go and get (12)

the necessary ingredients.

powder because we have (11)

6	100	Complete the second sentence so that it has a sackets. You must use between 2 and 5 words.	similar mea	aning to the fi	rst using the	word in		
	1	We spent all day at home last Sunday. (the)	We spent		at home last	Sunday.		
	2	There is very little sugar in this pie. (any)				,		
	3	All my relatives hate peanuts. (likes )	There's in this pie. peanuts.					
	4	I didn't have many CDs in 1987. (used)	I					
	5	Both my brothers work abroad. (of)	-	in my co				
	6	I looked for both, but I found neither one. (not)	Llooked f			of them		
	7	You can choose this seat or this one. (of)		hoose				
	8	Emily Dickinson lived there all her life. (whole)		kinson spent		there.		
	ŭ	Emily Dickinson fived there an fier file. (Whole)	Lilling Dic	kiiison spent		there.		
7	Fir	choose A, B, C or D to complete the sentences	below.					
	1	Don't worry, we have petrol in the tank.	A much	B plenty of	C a number of	D many		
	2	There were boys in the room: most were in the garden.		B very few	C any	D no		
		money was stolen from the bank.	A loads	B several	C much	D a great		
	,	_ money was stolen from the bank.	r lodds	D Several	Cinacii	deal of		
	4	my friends live in Australia now.	A Most of	B None	C Neither of	D Few		
	5	You need effort to do this exercise: it's so easy.	A a few	B a little	C little	D a few		
	6	of my parents likes fruit.	A None of	B Either	C Neither	D Both		
	7	I couldn't find information on the website.	A much	B many	C no	D some		
	8	Put a drop in eye before sleeping.	A every	B each	C all	D both		
	9	They sent two passwords but works.	A either	B none	C hardly any	D neither		
	10	cloud has a silver lining.	A Every	B Each	C All	D most		
	11	people find this exercise impossible, but I don't.	A Much	B Most	C Every	D Any		
		of these museums has security staff.	A Every	B The whole		D All		
	13	We go to the same resort year.	A all	B most of	C all of	D each		
		time I go out with them I have fun.	A Every	B All	C The whole			
8	COI	mplete the following English proverbs with the querect explanation of their meaning.						
	d	all both every few little much	neither	none too	many wh	ole		
	1	If the blind lead the blind, shall fall into the ditch.	a Silent of someth		re usually up t	0		
	2			o lot of people od up doing it	work on som badly.	ething		
	3	If you run after two hares, you will catch	c Being f	riends with ev	erybody is im	possible.		
	_		TO THE RESERVE		de between tw			
	4	A friend to is a friend to	you'll le	ose both.				
	100.00		e If you o	an't do some	thing do not te	each		
	5	cooks spoil the broth.	someone else or neither will benefit from it.					
	6	When children stand quiet, they have	f You'd b	etter listen a	lot and speak	very		
		done harm.	little.					
	7		g Being p	olite is free, b	out it can help	you gain		
	14.00	thy voice.	a lot.					
	8		h One ne	gative elemen	t may spoil al	l the		
		flock.	good o	nes.	1900 M			

## Comparatives and superlatives (1)

#### COMPARATIVES

Comparatives demonstrate superiority, equality or inferiority of element over another. They can
affect adjectives, adverbs, quantities or actions expressed by verbs. If the second element is
mentioned it is introduced by THAN (majority or minority) or AS (equality).

#### Majority

#### Adjective + -(E)R / -IER suffix (than)

- one-syllable adjectives:
   tall → taller slim → slimmer nice → nicer
- adjectives ending with -y take -ier (y → i):
   pretty → prettier lovely → lovelier
- one-syllable adjectives with final -y:
   dry → dryer shy → shyer (no change)

#### MORE + adjective (than)

- adjectives of 2 or more syllables:
   boring → more boring tired → more tired
- two-syllable adjectives with final -ow, -er, -tle, -ple may take both -er or more: shallow → shallower / more shallow clever → cleverer / more clever
- Adverbs only take the form more + adverb (than), regardless of the ending or length:
   I did the exercise more quickly than usual.
- With fast, hard, early, late, long, close however, the comparative is formed with the suffix -(E)R:
   I did the exercise faster than usual.
- With nouns and verbs the comparative is simply more + noun (than) or verb + more (than):
   My dog eats more meat than fish. / I work more than I sleep.

#### Equality

- With adjectives and adverbs we use the structure is as + adjective/adverb + as: I'm studying as hard as I can.
- In the negative form the first element can also be intruduced by SO:

Tom isn't so talkative as his sister.

With nouns and verbs you use the structure as
 (so) much + as; when comparing plural nouns
 you must use as/so many + as:
 I don't sleep as (so) much as I should.
 We have as many CDs as DVDs.

#### Minority

- We use less (than) for all classes of words; when comparing plural nouns we use fewer (than).
  - Our train is less crowded than usual.

    He spoke less convincingly than the previous time.

    I drink less coffee than I used to.

    There were fewer cars than now.
- Minority comparatives are not used frequently.
   We usually make this type of comparison using not as/so + as:

I'm not as slim as you. (= I'm less slim than you)

#### **SUPERLATIVES**

- Superlatives compare one element to all the other ones in a category. They take either the suffix
   -est (iest) or the word most and they are typically preceded by the. Study these examples:
   adjectives → Tom is the youngest in his family, Carol is the shyest, I'm the most outgoing.
   adverbs → Rebecca studied the hardest in high school.
- When we compare a superlative to the rest we use the prepositions in (a class or place) or of (a group): → He's the cleverest boy in the class. OR: He's the cleverest of the students.
- Superlatives with the least are not used very frequently: → It's the least interesting film of all.

#### **COMPARATIVES and SUPERLATIVES: SPECIAL FORMS**

good / well bad / badly far better worse farther / further the best the worst the farthest / the furthest Who is the best singer of the year?
That's the worst book I've ever read.
I don't want to go any further than this.
Is Sydney the farthest city you've been to?

1 Complete the sentences with the correct comparative of the adjectives or adverbs from the box. Use than when necessary.

	busy	bad	early	far	fluently	heavy	hard	int	eresting	popular	softly	well	wide
	2 3 4 5 6 7	I usually up Which o We spea Unfortun	re to be laz get up ne is ik Englis lately, I'r	cr y, but at 7, b : h		ow I'll ge or Japan nish. nce h	t ? er.	9 10 11 12	Jeans had clothes Can you sleeping I'm sure	It' but I found in the second	any years. ? The	other the children	type of n are k
2	1 2 3 4 5 6 7	Tokyo / In May / Who / yo Mona Lis It / exci Cindy / y Monday	crowded the clim oung: you sa / popu ting trip pretty / t	d city / late / c ou / yo lar pa / I / e the oth	dry / in No our brother inting / by ever / have ner girls in	vember. ? Leonardo	da Vind	-		m,			
3	thes 1 2 3 4 5	When Min touch Teenage they cour Today's they did Grace the When Men	leg was with persused and see the prince the	nt (🗸) 16 it we cople a to be their fron't do bast.  at bein e past 6 she d	or wrong yasn't as exist is now freer than iends more o as much g a teenag	(X)? Cores to get asy to get now and e often. I sport as er now is e that tho	rect the		Meg's go because they did Meg wa she stud Unlike h	eneration of they had lan't feel ind sn't always lied at school .	of teens for teens for teens pocked teens for the teens fo	elt mise ket mon nt rested in ce alrea	erable ley so n what ady
4	brace 1 2 3 4 5	Ckets. You There di Gwen di My roon My dog He's one	dn't use dn't do n is nois eats mo	use b to be the ex ier that re that friendl	d sentence etween 2 as many e ercise as f an yours. ( n my cat. ( iest people my friends	and 5 we cars as ne ast as me not) (as)	ords. ow. (tha e. (quick	in) (ly)	Ther I did Your My c Ther	room is _ at doesn't e are	Gwe n eat	now. en. nine. my d as h	og.

## Comparatives and superlatives (2)

#### MODIFIERS OF COMPARATIVES AND SUPERLATIVES

- We use intensifiers or mitigators to emphasise or reduce the difference expressed by comparatives and superlatives.
- a lot, a great deal, much, far are used to intensify the comparative.

I'm much taller than my sister.

We had a great deal more money after we sold our car.

I have far less free time now that I work.

far is preferable when followed by 'less', 'fewer' or a plural noun. Much is not used with plural nouns:
 I have much more luggage than when I left. (not: I have much more suitcases...)

 There are far fewer people at the stadium today.

· even is also used to underline the different degree expressed by the comparative.

The secondo Hunger Games film is even better than the first.

by far is used to emphasise the difference expressed by a superlative:

That was by far the best holiday I'd ever had.

· slightly, a little, a bit are used to reduce the difference expressed by the comparative:

We'll start a bit later than usual, ok?

I have a little more patience than I used to.

He's feeling slightly better than yesterday.

- not nearly as is used to intensify a difference expressed by the comparative of equality:
   I'm not nearly as clever as you. (= You are much more clever than me)
- · just is used to emphasise similarity before as or like and means 'exactly like':

I think men talk just as much as women. (exactly like)

I'd like to buy a bigger bag, just like the one I saw in the magazine.

nearly or almost are used to show that the qualities are similar but not the same:

I'm almost as tall as my dad now. (or: I'm nearly as tall as my dad now)

#### MORE AND MORE ... / LESS AND LESS ...

 When the comparative is repeated twice it means that the difference expressed by the comparative is increasing:

I'm more and more interested in oriental art. (= I'm increasingly interested in it)

It was late June and days were getting longer and longer.

Today's overprotective parents are making their kids less and less capable of facing problems. As winter approached there were fewer and fewer flowers in the garden.

#### THE + COMPARATIVE... THE + COMPARATIVE

This structure is used when two changes are closely connected by a cause-effect relationship.

The change may be **parallel** or **inversely related**:

The more you learn, the wiser you get. (parallel improvement)

The less I work, the less satisfied I feel. (parallel decrease)

The less I sleep, the more irritable I feel. (inverse relationship)

• The verbs in this structure are often omitted if they can be understood by the context :

The more slowly you drive, the fewer the chances of an accident.

I'm going to invite as many friends as possible. The more, the better.

1	Un	derline the correct alternative in these sentences			
	1	Mt. Everest is far / slightly higher than	6	Gold is a great dea	l / slightly more
		Mont Blanc.		expensive than iron	1.
	2	German is not just / nearly as popular as	7	There are much les	s / far fewer people than
		English.		there were last Satu	urday.
	3	I think we'd better leave a bit earlier /	8		as many / far much
		more early.		problems as you.	
	4	He's got a lot of sweets and I want just /	9	Can we meet a bit	/ a lot later? I may hit
		not nearly as many!		the traffic on the wa	ay there.
	5	The less / fewer homework, the more time	10	The size of smartph	nones is getting larger
		we have for playing computer games.		and larger / more of	and more large.
2	Ar	e these sentences right (🗸) or wrong (X)? Correct	the	wrong ones.	
	1	The less you eat the more you'll get weak.		-	
	2	He's a great deal far better than me at Scien	ice.		
	3	☐ There are nearly as many people as in Chica			
	4	☐ The sooner we leave the earliest we'll get th	ere.		
	5	He was by far the best genius of the world.		-	
	6	You must run more farther if you want to slim	down		
	-	He's just as much shy as his brother.			
	7	The s just as much sity as mis brother.			
	8	The less you train the worst you feel.			
•	2.52	☐ The less you train the worst you feel.			
3	2.52		with	the missing parts.	
3	2.52	☐ The less you train the worst you feel.	with 6		think it is.
3	8	☐ The less you train the worst you feel.  Listen and complete the sentences you hear		It's	think it is. where he is.
3	8	The less you train the worst you feel.  Listen and complete the sentences you hear I've been my	6	It's	where he is.
3	8 1	The less you train the worst you feel.  Listen and complete the sentences you hear l've been my operation.	6 7	It's	where he is.
3	8 1 2	The less you train the worst you feel.  Listen and complete the sentences you hear I've been my operation. You you used to.	6 7	It's	where he is.
3	8 1 2	The less you train the worst you feel.  Listen and complete the sentences you hear  I've been my operation.  You you used to. This is place in	6 7 8	It's	where he is. her daughter left
3	1 2 3	The less you train the worst you feel.  Listen and complete the sentences you hear to live been my operation.  You you used to. This is place in the world. The we'll get fit.	6 7 8	It's I for California.	where he is. her daughter left your skin will
3	1 2 3	The less you train the worst you feel.  Listen and complete the sentences you hear I've been my operation. You you used to. This is place in the world.	6 7 8	It's I for California. look.	where he is. her daughter left your skin will
3	8 1 2 3 4 5	☐ The less you train the worst you feel.  Listen and complete the sentences you hear the been my operation.  You you used to.  This is place in the world.  The we'll get fit.  I really love tigers, but in future.	6 7 8 9	for California.  look. I tried putting some, so I had to th	where he is her daughter left your skin will e row it away.
	1 2 3 4 5 Fil	The less you train the worst you feel.  Listen and complete the sentences you hear to live been my operation.  You you used to. This is place in the world.  The we'll get fit.  I really love tigers, but	6 7 8 9	for California.  look. I tried putting some, so I had to th	where he is her daughter left your skin will e row it away.
	1 2 3 4 5 Fil	Listen and complete the sentences you hear l've been my operation.  You you used to. This is place in the world. The we'll get fit. I really love tigers, but in future.	6 7 8 9 10	for California.  look. I tried putting some, so I had to the	where he is. her daughter left your skin will your skin will and the word in
	1 2 3 4 5 Fill bra	Listen and complete the sentences you hear 'I've been my operation.  You you used to. This is place in the world. The we'll get fit. I really love tigers, but in future.  Test Complete the second sentence so that it has ackets. You must use between 2 and 5 words.	6 7 8 9 10	It's  for California.  look. I tried putting some, so I had to the milar meaning to the losh is	where he is. her daughter left your skin will your skin will and the word in me.
	1 2 3 4 5 bra 1	Listen and complete the sentences you hear 'I've been my operation.  You you used to. This is place in the world. The we'll get fit. I really love tigers, but in future.  The Complete the second sentence so that it has ackets. You must use between 2 and 5 words.  Josh and I are exactly the same height. (just)	6 7 8 9 10	It's for California. look. I tried putting some, so I had to the nilar meaning to the Josh is	where he is. her daughter left your skin will your skin will mow it away. first using the word in me. wiser you get.
	8 1 2 3 4 5 bra 1 2	Listen and complete the sentences you hear 'I've been my operation.  You you used to. This is place in the world. The we'll get fit. I really love tigers, but in future.  The Complete the second sentence so that it has ackets. You must use between 2 and 5 words.  Josh and I are exactly the same height. (just) You become wiser with age. (are)	6 7 8 9 10	It's for California.  look. I tried putting some, so I had to the nilar meaning to the Iosh is He's	where he is. her daughter left your skin will your skin will mow it away. first using the word in me. wiser you get. his sister.
	8 1 2 3 4 5 bra 1 2 3	Listen and complete the sentences you hear 'I've been my operation.  You you used to.  This is place in the world.  The we'll get fit.  I really love tigers, but in future.  The Complete the second sentence so that it has ackets. You must use between 2 and 5 words.  Josh and I are exactly the same height. (just)  You become wiser with age. (are)  He isn't nearly as good as his sister. (much)	6 7 8 9 10	It's for California.  look. I tried putting some, so I had to the nilar meaning to the losh is He's Petrol is getting	where he is. her daughter left your skin will your skin will mow it away. first using the word in me. his sister. his sister.
	8 1 2 3 4 5 bra 1 2 3 4	Listen and complete the sentences you hear 'I've been my operation.  You you used to.  This is place in the world.  The we'll get fit.  I really love tigers, but in future.  The Complete the second sentence so that it has ackets. You must use between 2 and 5 words.  Josh and I are exactly the same height. (just)  You become wiser with age. (are)  He isn't nearly as good as his sister. (much)  The price of petrol is increasing. (and)	6 7 8 9 10	It's  for California.  look. I tried putting some, so I had to the nilar meaning to the  Josh is  The  He's  Petrol is getting I was	where he is. her daughter left your skin will your skin will mow it away. first using the word in me. his sister. all.
	8 1 2 3 4 5 bra 1 2 3 4 5	Listen and complete the sentences you hear 'I've been my operation.  You you used to. This is place in the world.  The we'll get fit.  I really love tigers, but in future.  St Complete the second sentence so that it has ackets. You must use between 2 and 5 words.  Josh and I are exactly the same height. (just) You become wiser with age. (are)  He isn't nearly as good as his sister. (much) The price of petrol is increasing. (and) They were a lot younger than me. (oldest)	6 7 8 9 10	It's for California.  look. I tried putting some, so I had to the nilar meaning to the losh is He's Petrol is getting	where he is. her daughter left your skin will your skin will mow it away. first using the word in me. wiser you get. his sister. all. Tracy.

5 Look at the information on these box office hits and complete the sentences with a suitable modifier choosing between almost, by far, far, much, nearly, slightly. The modifiers can be used more than once.

Film title	Director	Year	Budget	Running time
2001: A Space Odyssey	Stanley Kubrick	1968	About \$ 10,500,000	160'
The Shawshank Redemption	Frank Darabont	1994	\$ 25,000,000	142'
The Big Lebowski	Ethan & Joel Coen	1998	\$ 15,000,000	117'
Spiderman 3	Sam Raimi	2007	\$ 258,000,000	139'
Interstellar	Christopher Nolan	2014	\$ 165,000,000	169'

'2001' by Stanley Kubrick is (1 make than the others.	) the oldest of these films, and it was also (2) cheaper to
Spiderman 3 is (3) as lo	ng as The Shawshank Redemption, but neither of them is (4) as
long as Interstellar.	
The budget needed to make 7 we compare these two films to	_ 00
The Big Lebowski runs (7)	fewer minutes than all the other films.
Kubrick's 2001 is (8) sh	orter than Interstellar.

6 Read the following extract from an article on herbal treatments of a common skin condition. For questions 1-16, type the word which best fits in each space. Use only one word in each space.

Psoriasis is one of (0) <u>the</u> most widespread autoimmune conditions, in (1) skin cells build up much (2) quickly than usual on elbows, knees and other parts of the body. In western medicine, treatment is generally based (3) the severity of the disease: the worse (4)	
psoriasis, (5) stronger the drug.	
In herbal medicine, however, the severity is one factor, but broader details about each individual are	
(6) more important. Herbalists look (7) the whole health picture, focusing on	
details such (8) the areas of the body that are affected, the age and lifestyle of the patient.	
This analysis helps determine (9) Chinese medicine calls 'patterns of imbalance': treatment	
specifically targets each of (10 ) patterns and usually has fewer side effects (11)	
western medicine. There may be digestive discomfort or headaches, but even these mild symptoms don't	
usually last too long.	
That said, 'herbal' and 'natural' don't always (12) a treatment safe. Anything strong enough	
to heal you can also harm you (13) taken incorrectly. Make sure your herbalist has experience	
treating psoriasis, and that they're committed to using Chinese herbs from a reputable pharmacy.	
Ask about whether the herbs have (14) tested not only for quality, but also for pesticide	
residues. Herb quality is (15) far the most important factor and it's worth paying close attention	
to it. Remember that many herbalists - as well (16) naturopaths, homeopaths, and even western	
doctors - are not experienced in treating the skin.	

7	the	First Listen to a candidate describing the two pic	tures below and choose A, B or C to answer
	1	The picture on the right  A  may have been taken in a Chinese city.  B  shows a museum in Hong Kong.  C  depicts a building in Beijing.	
	2	Asian countries  A ☐ have always been financially relevant in the world.  B ☐ have been attracting tourists since they started playing a major role in International business.  C ☐ are regarded as fascinating places even in	
	3	school textbooks.	
8		A   European travellers usually prefer travelling as  B he would be far less interested in a western d  C if you choose an Asian country, you have probable  Read the article on the ice-albedo feedback. 4 sen  noose from sentences A-E which one fits each gap. The	estination. oly travelled a lot more than the average tourist. tences have been removed from the text:
	have local l	the term 'albedo' comes from the Latin word for 'whiteness' reface, which increases according to its brightness. (1)  For eve stronger albedo. Evaluate process where a change in an a surface, reinforcing the initial alteration as follows. On the evered surfaces and hence the albedo, reducing the amount of end, warming decreases ice cover and, consequently, its refraces. A small amount of snow that melts down exposes danding to more snowmelt. (4)	or this reason ice caps, glaciers and sea ice ice-covered area alters the reflecting power as one hand, cooling tends to increase ice- of solar energy absorbed. (2) : on the other decting power. This process increases the so applies on the small scale to snow-covered

- A The less solar energy is absorbed, the colder and brighter the surface will get.
- B The colder the temperature, the darker the ground.
- C Therefore, the whiter the surface, the stronger its reflecting power.
- D The more solar energy is absorbed the less snow there is because of heat.
- E This means that the less the ice cover, the stronger the warming of the area.

# So and such; How...; What a...; quite a... for emphasis

•	So and such are both used to mean	'very	or	'really'	and to emphasise a	quality	or a thing in
	general:				(70)	W. 191	3574

He's so lazy! Or He's such a lazy boy!

- · They are also used to mean 'like that' or 'like this':
  - I've never heard such a great pianist play Rachmaninoff's Second Concerto.
- How...! and What...! are used for exclamatory sentences to show surprise:
   Mary didn't invite us to her party. How rude!

What lovely weather! Let's go for a walk.

#### 50

- So is an adverb and it is used followed by an adjective or an adverb:
  - I was so tired that I fell asleep during the film. Why are you driving so fast, Claire?
- It is used before much, many, little, few to emphasise the quantity:
  - There were so many people that we couldn't see the chairs.
- It is used before long and far to emphasise length of time or distance: Why do we have to wait so long? It's so far that we can only get there by plane.

### ane. by plane.

It is used before a lot.

couldn't see the chairs.

 How is usually followed by an adjective or an adverb, or by subject + verb How you've grown, Emma! How tall you are!

HOW

 What is followed by a noun or an adjective + noun:

SUCH (A/AN\*)

They are such liars: nothing they say is true.

Such is a determiner and it is followed by a

noun or an (adverb) adjective + noun:

It was such an incredibly unusual day!

There were such a lot of people that we

to emphasise length of time or distance:

It is used before a long time and a long way

Why do we have to wait such a long time?

It's such a long way that we can only get there

WHAT (A/AN\*)

- What a boring film! Let's watch another one.
- When an adverb like rather (a/an\*) or quite (a/an\*) is followed by adjective + noun, to emphasise
  the degree of the quality expressed by the adjective, the article a/an usually comes after them:
  I had quite an unusual holiday last year. (but: My holiday was quite unusual)
- Quite and rather can also be followed by a noun:
   Popping bubble wrap is great fun but it's rather a waste of time.
   We made quite an effort, but it wasn't enough.
- \* A/an is only used before a singular countable, not with a plural noun or an uncountable: What beautiful eyes you have! (with plural noun)

We had such bad weather that our tomatoes are all still green. (with uncountable noun)

		41 .		
1	Match the sentences	s (1-6) to th	ne suitable idiom	is (a-f)

1	We've been travelling for 13 hours now.	
2	I can't help yawning when I read this book.	
3	Oh, no! The dishwasher's broken down.	
4	<ul> <li>I love salad, and if it's organic salad,</li> </ul>	1
5	Computer games opened a new world,	

We lost the match by one goal.

- a What a drag!
- b What a pity!
- c It's such a bore!
- d so much so I wonder what teens did in the past.
- e so much the better.
- f So far, so good.

2	Un	derline the correct alternative in each senten	ces.					
	1	She writes such / so beautiful poems that some	5		e's such a / so			
	5000	of them are often published in a magazine.	6		He has done such / so foolish things that he			
	2	He was such / so nervous that he broke the			ill get into serie			
	200	pencil he was holding.	7		his hedge grow		ast that we	
	3	You're such a / so good guitarist. Why don't			ave to trim it of			
		you join a band?	8				ole that nobody	
	4			e١	ery visits them	for the secon	d time.	
		at a loss for words.						
3	Fi	Choose A, B, C or D to complete the sente	nces.					
	1	pretty house your friends have bought.	A What	a	B How	C Such a	D So much a	
	2	Your daughter's sweet	A such		B how much	C so	D what a	
	3	It takes long time to become a doctor.	A such	a	B so	C so much	D what a	
	4	I didn't knowcruel he could be	A what		B so	C such	D how	
	5	gloomy that house was.	A How		B What	C Such	D So	
	6	wonderful view you have from here!	A Such	a	B So	C What a	D How	
	7	I didn't realise it was late.	A such		B what	C so	D how	
	8	Don't listen to him. He talksnonsense.	A so		B such	C what	D how	
4		complete the second sentence so that it h		ila	r meaning to t	he first usin	g the word in	
	bra	ackets. You must use between 2 and 5 words	•					
	1	Your sister's smile is so lovely! (a)			V <u></u>	_ your sister	has!	
	2	I didn't know how good at singing you were.	(singer)		I didn't know	you were _		
	3	We're so far from home. (way)			We're	from	n home.	
	4	It was quite surprising to find Pat there. (surp	rise)		It was	to	find Pat there.	
	5	The situation was really embarrassing. (an)			It was			
	6	Everybody found her so lively. (how)			Everybody no	ticed	was.	
	7	It was raining so heavily that we had to stop.	(heavy)		There was		we had to stop.	
	8	What a pretty baby you have! (is)			Your	pret	ty!	
5	ref	Listen to what the woman says (a-f) and we fer to each statement you hear.	rite the	co	rrect letter ne	kt to the sen	tences that	
	1	☐ It hurts so much.	а	W	hat an awkwa	rd situation.		
	2	What a special feeling it was.	b	11	had such a goo	d time with	them.	

How funny it was.

I felt so ashamed.

They're so close to each other.

It's such a large amount!

3

4

5

You have no idea how painful it is.

There are so many of them.

They're such good friends now.

e How thrilled I felt that day.

## Modals (1): obligation

#### MUST \*

- Only in the present tense (for present or future situations) or sometimes in reported speech
- for orders and general obligation
- · in the negative form it expresses prohibition

I must improve my pronunciation.

She said she must go to the dentist.

You must do the exercise without using a dictionary.

Passengers must show their boarding pass at all times.

Students mustn't cheat during tests.

#### HAVE TO \*\*

- It can be used in all tenses expressing obligation or necessity.
- In Present simple questions it substitutes must.

She's never had to work: she's rich.
Lisa won't have to pay to get in: she's under 12.
Does Ed have to get up early? (not 'Must Ed...')

#### **MUST or HAVE TO**

There is a slight difference between must and have to in the affirmative present tense. Must expresses
an obligation that is also the speaker's will or an order. Have to is used when talking about duties.

I must win the game. (I want to win the game)
You must learn it. (the teacher is giving an order)

I have to learn it. (I'm following somebody's orders)

- · In negative sentences mustn't means that it is not allowed to do something.
- . Don't / doesn't have to means that it isn't necessary to do something. Compare the examples:

You mustn't eat the pudding: you're on a diet! You

You don't have to eat the pudding if you don't like it.

- \* The question form of must is unusual. In questions you normally use have to.
- \*\* You can also use have got to but remember that in negative and interrogative forms have is used as an auxiliary (Have you got to go now? / You haven't got to tell me everything). Got is only used in the present tense.

	I NEED / I DON'T NEED / DO I NEED + TO Inf.	He needs to train harder if he wants to win next time.
NEED (TO)	NEED + -ING form	These windows need cleaning. They're really dirty.
	NEEDN'T + BASE form	We needn't do it now, don't worry. (or: We don't need)

- It is mostly used as an ordinary verb + to meaning that it's necessary for someone to do something.
   In this case it is a synonym of have to.
- When followed by the -ING form it means 'need to be done' and it usually refers to things.
- When used as a modal in the negative form needn't it means it isn't necessary to do something.

SHOULD	You shouldn't go to bed so late. What should I do now? Should I tell Dad?
OUGHT TO	You oughtn't to go to bed so late. I ought to go on a diet but I love eating.

- Should expresses a hypothetical obligation (I should sleep more) or criticism (You shouldn't be so selfish).
- Ought to means the same as Should, but it's used less frequently; it is hardly ever used in the
  question form and it is mostly substituted by 'should' (Ought I to do this exercise? → Should I do
  this exercise?)

	ıldn't bi <b>better a</b>	ring) <b>lo / not do →</b> You <b>'d better</b> go home. It'	s late. (	or: You should go home)
SH	ALL	Where shall I put these boxes? Shall we go for a walk in the park? -	Good id	ea.
Sh Sh we	u, Gran all I tel a <b>all we</b> i	adpa?); it may also be used to ask for ad l Dad?) is used as an alternative form for LET's ?) or when you are organising some act	vice, ju S when	ans 'do you want me to' (Shall I help st like 'SHOULD I' (What shall I do now? you suggest doing something (Shall ith somebody else (Where shall we go on
1 2 3 4	☐ Do	the 8 speakers doing? Match the senter you need a visa when you go to Korea? The guests must leave the room before 10 am. It leave that suitcase for you, Grandma? It leave Should I turn down the offer?	ences (1 a b c d	offering to help someone saying that something must be done forbidding an annoying habit suggesting a change
5 6 7 8	he My	ealthy.  y alarm clock needs repairing.  ou don't have to be rich to be happy.  ou mustn't interrupt when someone is beaking.	e f g h	informing about a general rule asking what you have to do before a trip stating that something is unnecessary asking for somebody's advice
Un		the correct alternative.		
1	Do yo	u have to / Do you must be fit to do ort?	6	I'm afraid I will have to / will must take that exam again.
2	Kate h	on't have to / mustn't forget our IDs.	7	I sometimes envy my dog: he doesn't hat to / mustn't work.
4		e getting her scooter.  en don't have to / mustn't ski without net.	8	I hate to have to / must ask my parents i money.
5		other doesn't have to / mustn't wear s to read: she's near-sighted.		
619	Liste	n to the recording: are these statemen	ts true	200
1 2 3 4 5	You at You do You or	nould learn security and baggage rules be re supposed to keep your valuable thing on't need to go through the checkpoint a ught to carry cutting instruments or spool ols, gels and liquids must never be carri	s in the area if y rting acc	carry on luggage.

4 Look at these signs and match them to the sentences below. Then complete the sentences with the modal verbs from the box.







3

6







	don't	have to	had better	must	mustn't (x2	)	shall
a	You		the third item.	d	You	use m	nobile phones in this
b c	You You		ower than 45 miles. money in a safe	е	You	bring	anything to eat here.
	place.			f	Which way		_ I go?

- First Choose A, B, C or D to complete the sentences.
  - 1 They \_\_ be here by 10 but they haven't arrived yet.
  - 2 I'll show you where I hid my money but you \_\_\_ tell anyone.
  - 3 Your window needs \_\_: I can't even see if it's raining!

  - 4 What \_\_ I put in your sandwiches?
  - 5 Simon be at work as early as me.
  - get you some wine, Sir? No, thanks.
  - 7 In my opinion you slim down: you already look great.
  - 8 You may have problems but this \_\_ happen if you plan ahead.
  - If you do what I suggest, you \_\_ worry about it.
  - What \_\_ to do? Sit back and relax?

1	A should	B were supposed to	C must	D need to
2	A needn't	B don't have to	C hadn't better	D mustn't
3	A washing	B to wash	C wash	D be washed
4	A must	B need	C have I to	D shall
5	A doesn't have to	B mustn't	C shouldn't	D needn't to
6	A Have I to	B Need I	C Must I	D Shall I
7	A don't need	B don't have to	C should	D are supposed to
8	A needn't	B hasn't to	C isn't supposed	D had better not
9	A won't must	B shouldn't	C won't be supposed to	D won't have to
10	A must I	B am I supposed	C should I	D shall I

## Modals (2): permission, possibility and ability

	CAN
<ul> <li>only in the Present tense (for present or future situations)</li> <li>to express possibility, ability or permission</li> </ul>	I can't come tomorrow.  Can they play the guitar? No, they can't.  I can only go out with my friends on Saturdays.
	COULD
<ul> <li>Past simple for general abilities</li> <li>Conditionals and if clauses</li> <li>present / future possibilities (only affirmative)*</li> <li>in questions for polite requests</li> </ul>	I couldn't drive a car when I was 12.  If I could speak French I could work in Paris.  I could never live in the country.  Our train could be late. (or: may / might be late)  Could you repeat that, please? Could I ask a question?
	BE ABLE TO
<ul> <li>It can be used in all tenses expressing ability or possibility to do something.</li> </ul>	I've never been able to ride a scooter.  It's important to be able to speak at least 2 languages.  We'll be able to leave, if we find the train tickets.

#### COULD or WAS / WERE ABLE TO

#### In affirmative sentences:

- Could is used for general abilities or possibility to do something in the past.
- Was / were able to is used for a specific situation in which it was possible to do something.
   In negative sentences couldn't can be used both for general abilities and specific situations.

I could sleep late when I was younger (in general).

Mia couldn't see anything without her glasses.

I was able to sleep despite the storm last night (single occasion).

We couldn't see (or: weren't able to see) John yesterday: he was ill.

\* When you are uncertain about a present or future event in the negative form you must use may not / mightn't.

**Example:** I practised a lot, but I may not / mightn't win the race tomorrow. (not I couldn't)

MAY	There may be life on other planets.  Dad may not arrive in time for dinner tomorrow.
MIGHT	We might guess the password, but it's almost impossible. There mightn't be any oil in 10 years time.

- May / might are used when talking about present / future possibilities. They have a similar
  meaning, though 'might' emphasises uncertainty: It may rain tomorrow. / I might win the lottery.
  Both can be substituted by 'could', but only in affirmative sentences: It could rain tomorrow
- In questions you can only use may i / may we to ask for permission in a polite way: May I read your newspaper, Sir?

The same function can be expressed with 'could' but not with 'might': Could I read your newspaper?

	Other forms that express ability to do something are:
	manage to → Did you manage to book the table? (or: Were you able to book the table?)
	succeed in $+$ ing $\rightarrow$ I hope we'll succeed in finding a nice gift for them. (or: we'll manage to / we'll be able to)
•	Another form that is used to talk about <b>permission</b> is:
	be allowed to - They aren't allowed to drink alcohol until they are 21. (or: they can't drink)

· When you want to talk about the probability for something to happen you can use: be likely / unlikely to -> It's unlikely to rain in this area.

Wherever they went, they were likely to make friends with everybody.

1	What are the	8 speakers	doing? Match	the sentences	(1-8) to	the correct	function	(a-h).
---	--------------	------------	--------------	---------------	----------	-------------	----------	--------

1	Cats can see in the dark.	a saying that something is forbidden
2	☐ They couldn't speak after shouting two	b asking for something politely
	hours at the stadium.	c describing a general ability
3	She was allowed to stay up until 11.	d complaining
4	☐ May I borrow your pen?	e guessing something
5	You might at least say 'please'.	f saying that something will probably happen
6	He may not be at home at the moment.	g talking about specific inability to do
7	Students cannot text messages in class.	something
8	We're likely to win tomorrow's game.	h talking about permission to do something

- 1 Last night we couldn't / didn't succeed to go to the cinema because it was raining heavily, but we could / managed to rent a DVD and we saw it at home.
- 2 I'd really love to can / be able to play a musical instrument so I could / was able to play music when I feel bored.
- 3 As a child I wasn't allowed to / able to watch TV at night: I should / had to go to bed after dinner.
- 4 May / Might I open the window, Mrs Evans? I'm afraid you won't manage to / may not: it's stuck.
- 5 There mightn't / couldn't be any tigers in 10 years' time. What may /could we do to protect them?
- 6 We aren't likely to / allowed to win the championship this year though we may / are able to win it next year.

#### First Choose A, B, C or D to complete the sentences.

1	She open the door so she rang the bell.	A was able to B couldn't C may not D can't
2	The burglars get in through the window.	A could B succeed in C managed to D might
3	When is a tsunami more happen?	A likely to B able to C allowed to D manage to
4	you sign here, Madam?	A May B Might C Could D Are you able to
5	I've never swim.	A been able to B succeeded in C could D might
6	We eventually convincing the teacher to put off the test.	A managed to B could C may D succeeded in
7	It be so cold tomorrow.	A couldn't B mayn't C mightn't D can
3	You will sleep if you relax before bedtime.	A able to B succeeded in C can D manage to

4	ane	First You wil						e High Sc	hool: listen	carefully
	1	Students		be abso	ent from a	year course	e for over 1	0 times.		
	2	If a student exc		_						recover
		them in the after	ernoon.							
	3	If students		comp	lete the re	equired reco	very they v	vill get a lo	ow mark.	
	4	Notes excusing return to schoo		ents' (4) a	absences		be pre	sented wit	hin five day	s after their
	5	Students		carry th	neir electr	onic devices	to school	as long as	they're turn	ed off.
	6	Students		_						
5	Re	write the senten	ices usin	g the wo	rd in brac	ckets.				
	1	Perhaps there v Thursday. (mig		train stril	ke next					4 P
	2	Did Rose mana	ge to get	a refund	? (able)		20			
	3	They will proba	ably be a	bit late.	(likely)					
	4	Will they let me	e get in?	(allowed)	)					
	5	I doubt it will h	110.	-	The second secon					
	6	He was able to								
	7	They don't let r								
	8	Maybe they're it Will you be abl								
	10	He's a good sin			ige)					
		0	ger. (can	1)						
6	<b>6</b> 21	Look at the present isten and challowed	ictures b		d complet			the word		oox.
he exe be a b	The tee	Look at the pen listen and ch	can  the has do it. Money's telli	been wor Maybe he solve it yng him th	likely  The are She was ang he of life in the will in	managed picture on to (1) to (2) b n't (3) ry look in hi did. ne other ure another her with maths frustrated other looks never	the left shows the a mothor telling him to do. The	might ws a wom er and her m off for d ne boy is s		ild, who ing he ias an

## Modals (3): deduction; compound forms

#### MODAL VERBS EXPRESSING DEDUCTION

Modal verbs can be used to expressed different degrees of certainty. Here is a list starting from the maximum level and ending with the least level of certainty.

MUST	almost certain (90%)	That must be Cheryl's car. (I'm quite sure it is)
SHOULD	very likely (60%)	That should be Cheryl's car. (I think it is)
COULD	possible (50%)	That could / may be Cheryl's car. (I can't tell)
MIGHT	uncertain (40%)	That might be Cheryl's car. (I have no idea)
MUST	very uncertain (20%)	That may not be Cheryl's car. (I have no idea)
MAY / MIGHT NOT	impossible (10%)	That can't be Cheryl's car. (I'm sure it isn't)

The same can be done with modal verbs in the Past form. The compound form of modal verbs is based on this typical structure: MODAL + HAVE + PAST PARTICIPLE (PP)

MUST HAVE + PP	almost certain	The film must have been boring.				
COULD HAVE + PP	possible	She could have left her phone at home.				
MAY (not) HAVE + PP	uncertain	He may have known the killer.				
MIGHT (not) HAVE + PP		They mightn't have recognised us.				
CAN'T HAVE + PP		I can't have signed this document.				

#### OTHER COMPOUND MODALS

SHOULD (not) HAVE + PP	Expressing regi	
OLIGHT TO HAVE + BB	about somethi	
OUGHT TO HAVE + PP	didn't hannen	

COULD HAVE + PP

Expressing regret about something that didn't happen in the past.

We shouldn't have wasted so much money on that.

She ought to have taken that chance.

I could have studied harder.

#### DON'T / DIDN'T NEED TO or NEEDN'T HAVE + PP

In the Past tense there is a little difference between these two forms. Compare the examples:

Ann told us we didn't need to bring any drinks (we knew it wasn't necessary to do it).

We needn't have brought the umbrellas: it was sunny all day (but we didn't know that when we left).

#### OTHER FORMS EXPRESSING DUTY, OBLIGATION AND NECESSITY

- Be expected to is used when something is very likely to happen, we expect it to happen:
   The storm is expected to move southward during the night.
- Be obliged / compelled / forced to are used when an action is caused by something:
   Because of the flood we were forced to close down.
- Be bound to is used when something is destined to happen or will happen for sure:
   It was bound to happen sooner or later. We should have known better.
- Be due to it is used for things that are planned or expected to happen at a certain time or moment:
   Our train is due to arrive at Glasgow Central at 12:12.
- Be to is used as a short form for 'be going to' (especially in the news) or to give formal / impersonal
  instructions and orders about actions that must or mustn't be carried out:

The Pope is to visit the Philippines (or: ... is going to visit ...).

The test papers are to be handed in by 9.30AM. (or: ...must be handed in...)

Guests are to leave the premises in a clean and tidy condition. (or must leave...)

 Be meant to is similar to be bound to and is used when something is destined to happen Laura was meant to be a mother: she's so patient and loving.

1 .	What are the O are along dained Match the control	/1	0) to the court for the (- 1)
	What are the 8 speakers doing? Match the senter		
	When is it due to snow in Birmingham?	a	making inferences about the past
3		b c	expressing regret making inferences about the present
-	said I was wrong.	d	saying that something is impossible
4		e	predicting that something will happen again
-	message.	f	expressing surprise
5		g	asking when something is expected to
6		5	happen
7	_	h	explaining that something was not required
8			explaining that something was not required
<b>2</b> t	Inderline the correct alternative.		
1	I Jane passed the exam with an A: she must	6	Grandma's waiting for us! We mustn't /
	study / must have studied hard.		mightn't be late.
2		7	Don't blame me: you may / could have
	been worried.		planned the trip more carefully.
3	I feel so miserable. I mustn't / shouldn't	8	That must / could be Greg's new car. His
	have said those horrible things to her.		daughter's sitting in the back.
4	You can't / mightn't have seen Rob in town:	9	I needn't have brought / didn't need to
	he's still in Japan.		bring my umbrella: it's sunny.
5	It's been raining for two weeks but it can't /	10	We couldn't / may not have enough time to
	might be sunny next weekend.		finish the test.
procession	or each gap.		
I'm said in n 20 r I rea Yest inte bott The I'm arriv	Nicky, sorry I didn't write (0) to you before but I've (1) to go I it may (2) quite cold next week so I had (3) ny suitcase. From the pics I've seen, the home where I'm stayin minutes to get to school every morning and the bus stop is right ally love pets but I'm a bit allergic to cat hair. Maybe I (6) terday I got a special SIM card but I needn't (7) bou ernational calls. I was wondering what to bring my host family a stee of wine? I hope you (9) help me to make the right agency told me that I won't be (10) to stay out later not used to going out at night. Well, I guess I have to go now. I we at Dublin airport at 9,45. I can't wait!  It wishes,	g (4) ht in from ha ght it be as a gift: ht choice r than 1	be really nice. I'll just (5) to travel at of the house. The only problem is they have a cat: we told the agency before ecause my phone provider offers cheap top-ups for (8) I get them some Italian food or a economic control of the provider of the provid
	First You will hear 5 people talking about expeaker says. There are 3 extra letters you do no		
Α	I'm going to to study abroad after high school.	Ε	Today's kids are just the same as in the past.
В	9		My teacher can't be English.
	model for her students.	G	I may not go straight to university.
C		Н	The first year at university might be very
D	I shouldn't have stopped going to school.		demanding.
	Speaker 1 Speaker 2 Speaker 3 Speake	Sp	eaker 4 Speaker 5

## Zero and first conditionals; time clauses

IF clauses are sentences that present a situation or condition that may lead to a result:

if clause (condition)

main clause (result)

If you mix blue and yellow

you get green.

• The order of these two clauses can be inverted:

We'll go for a swim in the lake

if it doesn't rain tomorrow.

#### ZERO CONDITIONAL

 If clauses type 0 are used when we describe a result occurring every time a particular condition takes place. With these general facts, we use the following verb tenses:

IF + Present simple (if clause)	Present simple (main clause)
If I'm late If there's a fire	I usually <b>go</b> to work by car. you <b>must</b> call the police immediately.

#### FIRST CONDITIONAL

• If clauses type 1 refer to a condition that will lead to a future result or consequence:

IF + Present simple (if clause)	will / won't - Base Form (main clause)
If we are late If you don't train harder	we'll have to call Mum. you won't be able to win the race.

#### OTHER CONDITIONAL CONJUNCTIONS AND PHRASES

As long as underlines the condition as being mandatory (only if); more formal phrases with this
meaning are provided / providing (that) and on condition (that):

You can borrow my bike as long as you bring it back by tomorrow. (= only if you bring it back)

- In case is used to suggest that we do something when a certain situation occurs:
   I'll bring my umbrella in case it rains. (= if this happens)
- Unless means if not, but you only use it when the result will be stopped by the condition.
   It is always followed by an affirmative verb form. Compare these examples:
  - → You won't pass the test unless you study harder. OR: You won't pass the test if you don't study harder. (not studying will stop you from passing)
  - → I'll be surprised if he doesn't pass the test. (not: unless he passes)

#### **FUTURE TIME CLAUSES**

Time clauses referring to the future take Present Simple just like first conditional clauses.
 The main time conjunctions are when – as soon as – until / till – before – after:

Don't worry, I'll call you as soon as the plane lands. (= right after landing)

Will you go to univerity after you finish school? (or: ... after you've finished...)

#### Note!

- Of course the two clauses may be inverted. In fact, in questions they are ALWAYS inverted, so always look at the position of if, when, or other conditional conjunctions to choose the right tense:
   What will you do if you don't find the keys anywhere?
   We'll go for a walk unless it rains.
- Remember that you may also use an Imperative in the main clause for situations in which you suggest doing something. Study these examples:

If you need any further information, do not hesistate to contact me.

Call me when you have time, please.

1	Underline the conditional and time conjunctions yo	ou find and match the two parts of the sentences.					
	1 Passengers can't stand up	a call the doctor.					
	2  I won't go unless	b if we go to the restaurant on Saturday.					
	3 You mustn't go windsurfing if	c as you use them when you speak.					
	4 We'll have to book a table	d until the plane stops.					
	5 In case the temperature goes up	e you'll be moved to an advanced class.					
	6  You can learn phrasal verbs as long	f it's free.					
	7 The PC will load the application	g you aren't a good swimmer.					
	8 After you complete this course	h when you start the computer.					
2	Put the verb in brackets in the correct tense (affirm						
-		on semi na taon ni iliang na manaka na pakang manah menang manakan kanakan kanakan kanakan kelala. Kanah 18 merupakan kanakan kanakan kanakan kanakan kanakan kanakan kanakan kanakan kelala kanakan kanakan kana					
	1 How (you / spend) your money if	4 You (feel) better as soon as you					
	you (win) the lottery?	(drink) this herbal tea.					
	2 (disturb) your brother when he	5 Unless he (apologise) I					
	(sleep), Dave.	(talk) to him any longer.					
	3 If they (get) a new contract they	6 The parrot (bite) you as long as					
	(go) on strike.	you (touch) it.					
3	First Complete the second sentence so that it has	a similar meaning to the first using the word in					
	brackets. You must use between 2 and 5 words.						
	1 If you stop smoking you'll feel better. (unless)	You you stop smoking.					
	2 I can't do it until I get back home. (able)	I do it when I get home.					
	3 He won't come unless you invite him. (long)	He you invite him.					
	4 Don't play with the knife or you'll get hurt. (if)	You play with the knife.					
	5 Pat may feel thirsty so bring some water. (case)						
	6 I'll tell you when you can come. (until)	Do you.					
	7 Eat your hamburger before it gets cold. (if)	Your hamburger will get eat it.					
	8 I can't call you until I top up. (after)	I have topped up.					
	C	Thave topped up.					
4	First You will hear 5 people talking about holidays. Choose from the list (A-H) what each						
	speaker says. There are 3 extra letters you do not	need to use.					
	A When I stop working I'll consider living abroad.	E I run a BandB on a Greek island.					
	B My parents will help me to pay for the flight.	F I'll be able to leave as soon as I save up					
	C I'll extend my holiday as long as the	enough to pay for the journey.					
	weather is fine.	G I won't go on holiday unless I find					
	D When the weather is fine we'll move to an	something affordable.					
	island.	H I'll visit my sister if she isn't on holiday.					
	Speaker 1 Speaker 2 Speaker 3 Speaker 3	Speaker 4 Speaker 5					
E		Const Contract Contra					
5	Are these sentences right (✓) or wrong (✗)? Correct						
	1 Unless you don't pay attention you won't understand	d anything.					
	2 I'll take a day off unless my boss says it is ok.	Ц					
	3 You won't have any problems as long as you lister	n to me					
	4 They won't leave if it'll be cloudy.						
	5 Call the police in case a thief will get in.						
	6 Don't open the door until the train stops completely.						
	7 The device will be substituted on condition that you show						
	the receipt.						
	8 The alarm will go off as soon as it'll detect smoke.						

## Second, third and mixed conditionals

#### SECOND CONDITIONAL

 If clauses type 2 are used when we imagine a hypothetical situation and its possible results in the **present or the future**. These sentences describe events and actions that are not real, just imagined. They use the verb structures below:

#### if + Past simple (if clause)

#### would / wouldn't + Base form (main clause)

If I had more time (but I don't have it) If he didn't practice every day (but he practices)

I'd go running more often. (imaginary result) he wouldn't be so good at playing.

- In If clauses type 2, the verb be should always be were / weren't, even in the 1st and 3rd person singular; however, was is commonly used as well now.
  - If I were in your shoes, I'd report it to the police. (OR: If I was in your shoes...)
- When using modal verbs in the second conditional you can use could, might and should + Base form (affirmative, negative or interrogative forms) both in the if clause and in the main clause. Study these examples:

If I could sing as well as you I'd take part in a contest. (or: If I were able to sing...) If she didn't live so far away I might visit her more often. (or: I'd be able to visit...)

If I should choose a different place to live in, I'd move to San Francisco. (or: if I had to choose...) If I lost my job I should find another one. (or: I would have to find...)

#### THIRD CONDITIONAL

 If clauses type 3 refer to an imaginary event that never took place in the past: we're just imagining a different past situations, but in fact we can't change things as they went. Here's the verb structure:

> if + Past perfect (if clause)

would / wouldn't have + Past participle (main clause)

If I had known you were here (but I didn't know...)

I would have had lunch with you. (...but I didn't)

 As already seen for If clauses type 2, we can use compound modals (could have / should have + Past participle) in if clauses type 3, but you can also use would have been able to or would have had to: We could have visited the museum if it hadn't been closed.

If my battery hadn't gone flat I could have called you. (or: I would have been able to call you) I should have gone to the police if I hadn't found where my ID was.

#### MIXED CONDITIONALS

- In some cases we can think of an imaginary present situation resulting from an imaginary past situation. In this case there is a mix of second and third conditional.
- Mixed conditionals can only be made as IF clause type 3 + main clause type 2:

if + Past perfect (if clause)

would / wouldn't (main clause) (or: could / might / should) + Base form

If I hadn't left university (imaginary past) If she hadn't worked hard (but she did work hard...)

I'd have a better job now. (imaginary present) she wouldn't own her company.

Match the two parts of these sentences and put a tick next to either (2) (Second conditional) or (3) (Third conditional). Look at the example below.

- We wouldn't be so happy
  - 2
- a I'd known you were here.

- If there were more power stations
- I could have fallen into the hole.

- I would have made pizza if 2
- if we were homeless. I'd buy an electric car.

- 3 What would you do 4 If you hadn't warned me
- if I had known the answer.

If I met an alien 5

- if you were in my shoes? I'd ask him to take me away.

I wouldn't have asked you

2	Complete the second conditional sentences with the correct tense (affirmative, negative or
	interrogative form) of the verbs from the box. Use contracted forms when possible.

	ask	be (x2)	drink	drive	fall	find		go	lend	trust	worry	need
	1	I Ha	nrry if I	you:	he's such		4				ffee in the n	
	2		you	for if	you		5	Alana .	700000000000000000000000000000000000000	Charles of the same of the same of	1 S	
		a ge					6	TOTAL COLUMN	0.000		friend some	
	3	If I	fitter I	runnir	ng with you	J.		if he		it?		
3	C	omplete the th	ird conditi	onal sente	ences wit	h the c	orre	ect ter	se (affir	mative. n	egative or	
_		terrogative for										
	1					707-7507.7-5					if I hadn't	seen her
		(1						myse				
	2	2000000		sed him if	f you		5			e texted i	us if she	
		(1	tell) me.					(knov	v) our nu	ımber.		
	3	If I	_ (have) a	camera I	would		6	There	would l	nave been	an accider	it if you
		have taken a	photo.					_	(br	rake) in ti	me.	
4	E	irst Complete	the second	contonco	so that is	t has a	cim	ilar m	oaning t	o the first	using the	word in
-		rackets. You m					3111	mai m	caning to	o me msi	using the	word in
	1						1.0	ould re	and it		my gla:	CCAC
	2											
	3							115001159	0 - 0.00 100 100 100	Company of the contract of the		much.
	4	You are tired				A constant				STATE OF THE PARTY	20000000000000	
	5										we had caug	
	6	He can't affo	ord to buy a	new PC.	(more)		He	'd buy	a new P	c	m	oney.
	7					n)				_	d be happy	
	8	You'd better	go home n	ow. (were	)		lf			_ go hom	ne now.	
5	6	Listen to 4	people tal	king and	complete	the ser	nter	ices ba	sed on v	what they	say.	
	1	Tom would	get rid of h	is phone i	f he							
	2	,	have a de	gree if she					b	ecause of	the war.	
	3											
	4	Paddy would	dn't be livin	ig in Italy					an I	talian wo	man.	
6	R	ead the the fol	lowing situ	ations and	d write fir	st, seco	ond	or thir	d conditi	ional sent	ences to su	m up
	e	ach of them.										
	1	Last night I g Fortunately of If one of the	one of the v				anag	ged to	get in thr	ough it.		ny desk.
	2		_	n my brot	her this w	eekend				orecast sa		uld be a
		storm so I m		350							.,	
		Unless there	Sec. 100 100								72	
	3	Last night I of awfully sleep	The State Control of the State Control when	well beca	use the n	eighbo	urs'	dog w	ent on b	arking for	hours so l'	m feeling
		I wouldn't	.,									92
	4	I really love	cycling, but	t unfortun	ately I ha	ve verv	litt	le time	so I can	't go ever	y day.	
		If	, 0,			,					10 mg	

## I wish...; if only...

#### USING WISH TO EXPRESS REGRET

#### I wish + Subject + Past simple (I did) / Past continuous (I was doing)

- This form is used when you would like the present situation to be different.
   I wish you were here now. (I regret the fact that the other person is NOT here)
   I wish I could speak Portuguese. (but you can't and you regret that)
   I wish it didn't rain every day.
- You can also use Past continuous if your regret refers to an action in progress:
   I wish it weren't raining: I could go for a walk. (you can't go because it's raining now)

#### I wish + Subject + Past perfect (I had done)

 This pattern expresses deep regret about something that happened in the past; you would like to change the way things actually went, but you can't:
 I wish my sister hadn't told me that awful story. (but she did, and now I regret that)

#### I wish + Subject + would + Base form (I would do)

You use this pattern when you want to express irritation about somebody's behaviour and you
would like it to change from now on.

I wish Fabrizio wouldn't smoke so many cigarettes. (he does smoke in fact)

#### OTHER MEANINGS OF WISH

- In formal situations you use wish with the meaning of 'want'; 'wish' takes the same structure as
  'want' when it is followed by a verb or a clause. Study the examples:

  I wish to inform you that your application is currently under review. (= I want to inform you)
  - I wish the manager to know what has just happened in his shop. (= I want the manager to know...)
- Wish is also used to 'offer good wishes' on special occasions. In this case it is followed by a noun: When there is a verb, you must use 'hope'.

We wish you a Merry Christmas! (but: I hope you have a Merry Christmas)

#### If only + Past simple (I did) / Past perfect (I had done)

- If only expresses strong wish, when you would like a situation to be different: it is followed by either Past simple or Past perfect and, more rarely, would + Base form.
  - If only I had more time, I'd see my brother. (I wish I had more time NOW, I regret not having any) If only I hadn't lost my passport, I could be leaving now. (I wish I hadn't lost my passport, but I did) If only you would stop telling lies, I'd trust what you say. (= but you DO tell lies so I don't trust you)
- If only can also be used to begin exclamations:
  - If only I knew where I put the glasses! (I strongly wish I could find them)

1	Match the sentences (1-6) to the ones on the right (a-f), which express the same feelings about the
	situation.

1	I wish she wouldn't talk so much.	a	Too bad we lost the game!
2	I wish I'd won the match.	b	I'm fed up with this rain.
3	I wish I weren't here.	c	I'm not satisfied with the product.
4	I wish it were sunny.	d	I'd love to stay longer.
5	I wish to make a complaint.	е	I'd like her to stop talking.
6	I wish I wasn't leaving.	f	I wish I hadn't come.

- Read the situations and complete the sentences with the missing parts using wish.
  - O Tom left his smartphone at home and now he needs to call his wife. He wishes he hadn't left it at home.
  - It's raining but Anna doesn't have an umbrella. She \_\_\_\_\_ umbrella.
  - 2 Emma and her sister would like to go to a party but they have a lot of homework to do.
    They \_\_\_\_\_\_ the party.

3	My brother keeps borrowing my pullovers without	asking. I
	before borrowing my pullovers.	
4	Elizabeth is scared because her husband is driving	too fast. She
5	You've booked a table at the restaurant but you ha	ave a temperature. You
	a table at the restaurant.	
6	You're taking an important exam and you know ve	ery few answers. You
	more answers.	
	lead the following letter of dismissal and complete ook at the example.	the sentences that express Greg's regrets.
r	Pear Mr Mason,	
933	s you know, effective teamwork is essential for success in th	e software industry. Although we have no doubts
	oncerning your skills as a programmer, we have received cou	
	art of a team. In addition to that you fail to meet deadlines,	마이크 이 사람들이 보고 있다면 하는데 되었다면 하나 가입니다. 아니라 이 아름이는데 참가를 하는데
170.00	te for work, although we have asked you to be more punctu	
	hough we had several discussions with you and your teamn	
	o improvement in your attitude or actions. As a consequence	
	mployment. You are quite talented and may find some othe Ve wish you all the best.	r job that is more suitable for you.
	ours sincerely,	Ralph Johnson
100	outs sincerely,	Human Resources Manager
_		
0	I / be late / often	If only I hadn't been late so often!
1	I / try / collaborate with / teammates	
2		
3		
4		
5		
6		- P
٥	17 can speak with the fix manager 7 now	
	First Complete the second sentence so that it has a	similar meaning to the first using the word in
b	rackets. You must use between 2 and 5 words.	
1	He regrets not having a university degree. (graduated	) He from university.
2		If talking!
3		I Greek.
4		I wish me to work overtime.
5		If this, you would understand.
6		They wish buy a house.
7	있는 사람들은 사람들은 사람들이 하는 사람들이 하는 것이 없는 것이 없는 사람들이 되었다면 하는 것이 되었다면 하는데 없는데 다른데 없다면 다른데 없다면 다른데 없다면 다른데 없다면 다른데 없다면 다른데 다른데 없다면 다른데 없다면 다른데	If to this boring party!
	그 그 사람들이 가게 되었는데 하다 하는데 하는데 하는데 하는데 하는데 하지만 하지만 하지만 하다니다.	
8	Will you ever get to school on time? (would)	I not be late for school all the time.
4	First You will hear 5 people talking about their	regrets. Choose from the list (A-H) what each
S	peaker says. There are 3 extra letters you do not no	
A		F If only I had chosen to pursue my
В		aspirations as an artist.
В		G I wish I could spend more time on my hobby
-		보면 그는 아이가 있다면 다른 아이가 있다. 사람이 아니는 아이는 아이를 가지고 있다면 하는데 아이를 하는데 하다.
C	, , , , ,	H I wish I could go back to being a stay-at-
D	,	home mom.
E	<u> </u>	
	Speaker 1 Speaker 2 Speaker 3	Speaker 4 Speaker 5

## The passive (1)

TENSE	ACTIVE	PASSIVE
Present simple	Everybody calls her Amy.	She is called Amy (by everybody)
Present continuous	They are building a new school.	A new school is being built.
Present perfect	Have they sent the price list yet?	Has the price list been sent yet?
Past simple	Who made the cake?	Who was the cake made by?
Past continuous	They were cleaning it.	It was being cleaned.
Past perfect	We had finished all the water.	All the water had been finished.
Future simple	Dr Young will examine you.	You will be examined by Dr Young.
Be going to	They're going to fire him.	He is going to be fired.
Modal verbs	Nobody can see it. They may/might invite us. People must pay taxes. Everybody should help the poor. We could do that in a shorter time. They would kill him if he did it.	It can't be seen (by anybody). We may/might be invited. Taxes must be paid. The poor should be helped. That could be done in a shorter time. He would be killed if he did it.
Verb + -ing	She likes it when they praise her.	She likes being (to be) praised.
Infinitive	I'd like them to give me more money.	I'd like to be given more money.
-ing form	I remember when they hit me.	I remember being hit.

#### **PASSIVE - INTERROGATIVE FORM**

Passive questions typically use the verb be as the auxiliary for inversion. Compare the active and
passive form of questions in the following examples.

Does anybody speak English in this hotel? Where did they find the lost child? How long will we keep this secret? Is English spoken in this hotel? Where was the lost child found? How long will this secret be kept?

#### USAGE AND EXAMPLES

- The passive form is used when you want to emphasise the object of the action rather than the subject, or when the agent is not very important in the sentence.
- It is typically made up of the verb be (which changes tense) with a past participle.
   The Direct Object of the active sentence becomes the subject of the passive sentence.
- When you specify an agent, it is introduced by the preposition by. Generic agents like everybody, they, people, etc or agents that are logical subjects of the action aren't usually mentioned in a passive sentence. Study the examples:

Passive subject	be	Past participle	(agent)	
English	is	spoken		in this hotel
The rooms	are being	cleaned		
The gallery	will be	opened	by the Queen	
JFK	was	killed	by Leo Harvey Oswald	in 1963
The paintings	mustn't be	touched	(by anybody)	

1	Pu	t a tick next to the sentences containing passive	e forn	ns in the following popular English					
	pro	overbs and underline each of them.							
	0	✓ A man is known by the company he	4	Marriages are made in heaven.					
		keeps	5	Fingers were made before forks.					
	1	Rome wasn't built in a day.	6	The fish will soon be caught that					
	2	<ul> <li>Every cloud has a silver lining.</li> </ul>		nibbles at every bait.					
	3	■ What may be done at any time will be	7	A fool and his money are soon parted.					
		done at no time.	8	Don't cross the bridge till you come to it.					
2	Un	derline the correct verb form in each sentence.							
	1	The Mona Lisa stole / was stolen in 1911.	6	Mr Ericson doesn't want to disturb / be					
	2	A lot of champagne produces / is produced		disturbed.					
	2000	in France every year.	7	My car is being repaired / is repaired at the					
	3	Your email hasn't sent / hasn't been sent yet.		moment.					
	4	The sun is already risen / has already risen.	8	Dinner won't be served / serve after 9 pm.					
	5	Our bus is arrived / has arrived. Let's get on.		Jimer Work to Served 7 Serve arter 5 pm.					
3	Tu	rn the following active questions into passive or	ies.						
	1	Who had stolen the jewels?	5	Are they going to fire him?					
	2	Have they sent all the documents?	6	Who can solve this equation?					
	3	Who will give the speech at Mark and	7	Who opens the gate in the morning?					
		Laura's wedding?	8	What is frightening you?					
	4	What caused the accident?							
4	T.I.	dayling the Direct Object in the following active	conto	wass then turn them into possive ones					
-		iderline the Direct Object in the following active rite the agent only when it is necessary.	Seme	nces, then turn them into passive ones.					
		Henry VIII established the Church of England	4	You should always wash fruit before you					
		in 1534.	-	eat it.					
		The church of England was established by	5	Somebody is cleaning our rooms now.					
		Henry VIII in 1534.	6	Hundreds of people have seen the UFO.					
	1	Nobody has seen Mr Crosby in that restaurant.	7	The policeman fined the motorist for					
	2	Dr Throllope will probably examine you		drunken driving.					
	_	tomorrow.	8	Nobody should leave children under 12 at					
	3	Detective Caine is questioning one of the	Ü	home alone.					
		robbers.		nome dione.					
	6								
5	42	Listen to the facts and complete the sentence	es usi	ng the correct passive forms of the verbs					
	fro	om the box.							
		assassinate hit hold	inv	vent view use					
		According to some scholars, Richard III probably	y kille	ed his two nephews.					
		According to some scholars Richard III's nepher	ws we	were probably killed by their uncle.					
	1	Abraham Lincoln in	1865.						
	2	The 2016 Olympic Games		in Rio.					
	3	The time machine still							
	4	What would happen if our planet		asteroid?					
	5	Apparently the band's website		at the moment.					
	6	You mustn't use oil that	contin	nuously for a while to make crispy French fries.					

## The passive (2)

#### 'WHO / WHAT... BY?' QUESTIONS

• In passive questions starting with who / what the focus is on the agent of the action. This type of question is typically **completed by the preposition by**, which often closes the sentence.

#### ACTIVE QUESTIONS

Who makes these beautiful handbags? Who painted 'The Last Supper'?

Who will write the speech for the bridegroom?

What hit the roof during the storm?

#### PASSIVE QUESTIONS

Who are these beautiful handbags made by? Who was 'the Last Supper' painted by?

Who will the speech for the bridegroom be written by? What was the roof hit by during the storm?

#### PASSIVE FORM WITH INDIRECT OBJECT

· In English we can also use the Indirect Object of an active sentence as the subject of a passive one. Look at the structure of two active sentences with a Direct Object and an Indirect Object:

Subject	Verb	Indirect Object (IO)	Direct Object (DO)	Rest of the sentence
They	gave	us	a faster car	
We	will send	Mr Bates	a new password	soon

- When there are both DO and IO, the passive sentence can be made in two ways.
- As a rule, it is preferable to use the Indirect Object as the subject of a passive sentence.
- When you use DO as the subject of the passive sentence, you must remember to put TO + Indirect Object.

We were given a faster car.

OR A faster car was given to us.

Mr Bates will be sent a new password soon. OR A new password will be sent to Mr Bates soon.

#### PASSIVE FORM WITH VERB + PREPOSITION

· In the passive sentence, with verbs followed by a preposition, the preposition is kept close to the verb, as in the examples below:

**Has** anybody **paid** for these drinks? I don't like it when people laugh at me. Have these drinks been paid for? I don't like being laughed at.

#### VERBS OFTEN USED IN THE PASSIVE FORM + TO infinitive

Were you allowed to go to bed after 10pm as a child? be allowed to Aren't teachers supposed to be in class by 8 AM? be supposed to

 be expected to I'm not expected to tolerate this every day.

 be told / asked to I was told not to leave the room for any reasons.

1	0	We gave them a large pot of flowers.								
		<ul> <li>They were given a large pot of flower</li> <li>A large pot of flowers was given to the</li> </ul>							-	
	1	Somebody has sent Jane a postcard from Miami.				cience tea of home	acher is alwork.	ways givi	ng us	
	2	The Swedish Academy awarded T.S. Et the Nobel Prize in 1948.	liot (		The h		er asked th	ed them a lot of		
	3	Tom taught French to our son.								
2		st Complete the second sentence so the		imil	ar m	eaning to	the first ı	using the	word in	
		ickets. You must use between 2 and 5		٠,١	l'ma		vahlam.			
	2	I'm sure someone will take care of the They expected her to apologise. (was)	problem. (b)	e)	She		roblem		rise	
	3	He hates it when someone listens to hi	m playing th	e	He hates				5130.	
	100	piano. (listened)	6.0)6							
	4	They will never let you in. (allowed)			You	will neve	r	get ir		
	5 Where was the woman last seen? (they)							the woman		
	6	Who wrote these poems? (written)			Who					
	7	We'll give her the present after dinner.	(given)		She	will		after dinne		
	8	Nobody was asked to leave. (ask)								
3	of	Listen to the recording about porcelation the verbs in the box below.	ain and com	plet	e the	text wit	h the corr	ect passi	ve voice	
	b	ring control discover establish	export	foll	ow	found	invent	know	set	
	7th control of the co	relain (1) by the Chinese in a century AD. Then it (2) to the dd. By the 14th century porcelain was (3) _ urope by the Ming Dynasty, which (4) ts blue-and-white wares. Much of the po by the Ming Dynasty, thanks aread all over Asia, Africa and Europe through Road. Later, Portuguese merchants began the 16th century and they (6) tury that the Chinese process of making proving decades many European potteries of which (10) during this enhagen in 1772, and Spade, which (10)	rcelain trade to which ough the h direct trade by Dutch me orcelain (7) started to (8) period; Roya	rcha	on ir	t was not by a ( up. N	until the e German po Many of the edgwood in	early 18 <sup>th</sup> tter. In the world's l	e pest	

#### HAVE / GET something done

You use have something done when you ask somebody else to carry out an action. You don't
do it by yourself:

I had my hair dyed last week. (I didn't dye it myself. Somebody else did that for me)

 The verb that must change tense is have, whereas the verb expressing the action is always in the Past Participle. Here are a few examples with some of the main tenses:

Tense	Have	Object	Past participle
Present continuous	We're having	the house	redecorated this week.
Present perfect	I've just had	my hair	cut. Do you like it?
Past simple	Why did you have	the fence	painted red?
Future simple	Will the City Council have	the road	resurfaced next week?

 Have something done can also be used when you are the victim of an action that is against your will or damages you:

I had my wallet stolen when I was at the gym.

He had his nose broken during a fight outside a club.

You can also use get instead of have in more informal situations:
 When did you get your nose pierced?

#### HAVE / MAKE / LET someone do something

When asking someone to do something you can use

make when the person is obliged to do something or he/she can't help doing it.
 The police made me sign a few documents. (I was obliged to do it)

This song makes me feel sad. (I can't help feeling this way)

let when the person is allowed to do something.

Does your father let you use his car on Saturday nights? (are you allowed to use it?)

- have when you simply ask him/her to do something with no obligation or permission implied.
   I usually have my secretary fix my appointments for the week. (I ask her to do this for me)
- Make and Let can also be found in passive sentences. In this case their structure changes to:

be made to + Base form The thieves were made to confess everything.

be let to + Base form The children were let to run in the fields every afternoon.

1	Complete the sentences with the correct tense of the verb in brackets using have + object + Pas
	participle.

U	we <u>nave</u> our b	earooms <u>I</u>	reaecoratea	redecorate) e	very two years.			
1	1 Kate Middleton		her wedding dress _		(design) by Sarah Burton.			
2		you ever_		anything _	(steal) from your house?			
3	I think we		two pizzas		(deliver) at home tonight.			
4	I	my hair		_ (perm) ton	norrow.			
5	I can't see wel	l: I must _		my eyes	(test).			
6	6 We're going to		another garage		(build) next to this for our son's car			

2	Put a tick ( ) in the box next to the correct alternative in each of these sentences.										
	<ul> <li>Since I have very little time, once a week</li> <li>A I have my flat cleaned.</li> <li>B I clean my flat.</li> </ul>	4	During the hailstorm lots of people  A damaged their cars.  B got their cars damaged.								
	<ul> <li>Every time I have a shower I</li> <li>A have my hair washed.</li> </ul>	5	The poli	ce onf	iscated o	our	passports		d		
	<ul> <li>B wash my hair.</li> <li>There's a repairman in the living room because</li> <li>A we're installing a new Internet connection.</li> <li>B we're having a new Internet connection installed.</li> </ul>	6	For my	da m (	ughter's doing my	gra y ha	rts confisc duation d air. nair done.	ay	a.		
3	First Choose A, B, C or D to complete the sentences.										
	1 I this T-shirt printed at the copy shop.		A made	В	got	С	let	D	have		
	2 She'll the letter translated by a Chinese man.		A have		make		got		let		
	3 Lisa a lady clean the windows once a month.		A gets		lets		has	D	makes		
	4 This joke me laugh every time I hear it.		A lets	В	has	C	makes	D	gets		
	5 You can the neighbour fix the vacuum cleaner.		A make	В	get	C	let	D	have		
	6 That boy's never been tidy his room. He's so spo	ilt.	A let	В	let to	C	made to	D	made		
	7 I my watch repaired yesterday. Now it's working		A had		had to		let		got to		
	8 You must your teacher explain this rule again.		A get	В	have	C	make	D	let		
4	First Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.										
	1 They told me to put up my hands. (made)		They			up my hands.					
	2 I wasn't allowed to go out at night. (let)		They				out at night.				
	3 Your tyres should be changed every 2 years. (change	ed)	You should				every 2 years.				
	4 She'll feel guilty if they cry. (her)		Seeing them cry								
	5 Someone stole my bike last night. (got)					last night.					
	6 His car was washed last week (washed) 7 They all had to give back their cards (made)		He								
	<ul><li>7 They all had to give back their cards. (made)</li><li>8 I'm sure they'll let you come here. (allowed)</li></ul>						back their cards. come here.				
	o This safe they is let you come here. (anowed)		I'm sure come her						e nere.		
5	Janet has organised an international gourmet di world: listen to the conversation between her and Acmention next to the people who made them.										
C	urry rice ginger and clam soup mushroom egg rol	ls	sweet so	our	pork	Th	ai shrimp	đ	tiramisu		
	Ada: Janet: Rupert: Kimiko: Janet's mother:					いるというというというというというというというというというというというというというと					
	Xiao-Jia:	44		1		1	1 3		0		

# 26 Verb patterns

VERBS + TO	VERBS + -ING FORM	VERBS + BASE FORM			
<ul> <li>Most verbs followed by another verb take TO + infinitive.</li> <li>Examples:</li> <li>He offered to help the lady.</li> <li>I'd prefer not to go out tonight.</li> </ul>	<ul> <li>Other verbs are followed by the -ING form. Examples: He enjoys watching sci-fi films. I can't stand getting up early. I look forward to hearing from you.</li> </ul>	<ul> <li>Another group of verbs is followed by base form.</li> <li>Here is a list of these verbs.</li> <li>Examples: You'd better go home now.</li> <li>I'd rather not go out tonight</li> </ul>			
Verbs followed by TO					
agree ought arrange plan can't afford pretend can't wait promise decide refuse expect threaten hope want learn would like manage would love offer would prefer	admit (to) postpone avoid practise consider recall deny recommend dislike resent discuss resist enjoy suggest fancy tolerate feel like can't help imagine can't stand involve be used to keep get used to mind look forward to miss  • After prepositions (except TO, which usually takes infinitive). Examples: She gave up smoking many	would rather ('d rather) had better ('d better)  Modal verbs: can / could shall / should must may / might will / would			
VERBS + TO / -ING	years ago. This detergent is for cleaning kitchen worktops.  IDIOMS + -ING FORM	VERBS + OBJECT + TO			
(with little or no difference)					
Some verbs may be followed by either TO or ING with very little differente in meaning.     Compare the examples:     I like to do the washing up right after having meals.     (I prefer doing something in a certain way)     I like going shopping at weekends. (I enjoy it)	Some useful expressions are followed by -ING form.     Example:     This film is worth watching twice.	Observe the examples:    Mum wants me to make my bed.    He told me not to move.			
List of verbs + TO and -ING	List of idioms + -ING	List of verbs + object + TO			
start like / love / hate prefer continue	be worth there's no point have difficulty it's no use	advise encourage allow expect ask forbid beg force convince			

#### VERBS + TO / -ING (difference in meaning)

Other verbs change their meanings when followed by TO or ING. Compare the examples:
 He worked all afternoon, but he stopped to have dinner.
 He stopped working at 7pm.

Verbs	+ TO	+ -ING
need	I need to go to the dentist. (I have to go)	My sweater needs washing (it needs to be washed)
try	I tried to get in but the door was locked. (I attempted to do something)	Try using a different key! (experiment with one or more methods)
stop	We stopped to rest. (we changed activity)	It stopped raining. (indicating an interruption)
go on	He worked as an actor then went on to direct films. (he started another phase)	I told him to stop but he went on talking. (he continued the action he was doing)
remember	Remember to send me the file. (don't forget that you have to do something)	I clearly remember closing the window. (I remember a past action)
forget	I forgot to turn off the light. (I didn't do it because I didn't remember to do it)	She forgot meeting me before. (he met me but he forgot that he did).
regret	I regret to inform you that your application has not been accepted. (formal expression for 'I'm sorry')	I regret not going to university. (I'm sorry something didn't happen in the past)

d									
1	Underline	the co	rrect ver	b form	in the	tollo	wing	sentence	S

- 1 I'd like to be / being able to fly.
- 2 Do you mind to close / closing the window?
- 3 My son keeps to lose / losing his glasses.
- 4 Imagine to be / being an alien on earth.
- 5 I can't help to cry / crying whenever I see this film.
- 6 Tom wants to be / being a vet.
- 7 The guide suggested to visit / visiting the museum on working days.
- 8 When did you learn to ski / skiing?
- 9 We usually avoid to go / going on holiday in August.
- 10 I can't wait to see / seeing you.

2	Write the verb in brackets in the correct form choosing between Infintive (to), Gerund (-ing) or
	base form.

- They arranged \_\_\_\_ (leave) early.
   You must \_\_\_\_ (tell) the truth.
   Don't pretend \_\_\_\_ (be) good at something if you aren't.
   I can't afford \_\_\_\_ (waste) my time.
   Rob can't stand \_\_\_\_ (queue) up.
- 6 The robber threatened \_\_\_ (kill) all the customers.
- 7 We recommend \_\_\_ (book) the seats 15 days before the show.
- 8 Rebecca shouldn't \_\_\_\_ (stay) up late.
- 3 Complete the following sentences with the negative form of the verbs in brackets.
  - 1 My sister resented \_\_\_\_(not / get) the same mark as me.
- 4 Sally asked us \_\_\_\_ (not / tell) anyone about her secret.
- 2 There may \_\_\_\_ (not / be) enough time.
- 5 The boy admitted \_\_\_ (not / do) the homework.
- 3 You'd better \_\_\_ (not / move): there's a bee on your arm.
- 6 We expected him \_\_\_ (not / arrive) on time.

4	100	Complete the second sentence so that it has a simulackets. You must use between 2 and 5 words.	ilar meaning to the first using the word in
	1	John suggested that we go there by train. (advised)	John there by train.
	2	We couldn't pass the test the first time. (manage)	We pass the test the first time.
	3	Shall I give you a hand with the shopping bags? (want)	Do you carry the shopping bags?
	4	She didn't remember she'd ordered the pizzas. (ordering)	She the pizzas
	5	Ted is sorry he didn't invite us. (regrets)	Ted us
	6	It's not a problem for her to walk to work. (mind)	She to work
	7	It's useless to do it again. (point)	There again.
	8	I can't wait to leave for Canada. (forward)	I'm for Canada
	9	It's unusual for me to drive on the left. (used)	I'm on the left
	10	My parents didn't let me go out at night. (allow)	My parents didn't out at night
5	25	Listen to the four short conversations and choose	A or B to complete the statements.
	1	The woman 3	Dave's father
		A would rather watch a film at home.	A _ remembers to brush his teeth.
		B doesn't mind going to the cinema.	B reminds him to brush his teeth.
	2	Both girls 4	Kev Robertson
		A really enjoyed watching the film	A kept working as a successful cameraman
		B agree that the film is worth watching	for a film that was awarded in Berlin.
			B  became a director of photography
			after working as a cameraman.
6	Fir	cst Complete the sentences choosing A, B, C or D.	
	1	Excuse me, Sir, Would you not smoking in here?	
		A like B rather C mind	
	2	You better not click on that link: it may contain it	nalicious software or viruses.
		A would B had C will	D should
	3	My son can't listening to classical music: she onl	y likes hip hop.
		A wait B afford C help	D stand
	4	I don't doing my homework now: can I do it late	r, Mum?
		A feel like B prefer not C want	D mind
	5	I'd like less selfish. He never thinks about other p	people.
		A him being B that he was C him to be	D he be
	6	The lawyer recording all the phone calls I got.	
		A advised B suggested C encouraged	
	7	Miss Lewis was accused of being a thief but she	
	774285	A refused B resisted C resented	
	8	I usually like Italian cuisine but I'd to have some	
		A enjoy B prefer C rather	
	9	It working so hard if you can't spend the money	
		A isn't worth B isn't use C isn't point	D shouldn't
	10	going for a drink next Saturday night?	C D D. W
	**	A Would you like  B Do you like	And the residence of the contract of the contr
	11	A remember calling  B remind to call	
	12	- 15 - 15 - 15 - 15 - 15 - 15 - 15 - 15	
	12	When I broke my right arm it took some time for me to A go on B be used to C stop	

7 Complete the following sentences with the correct form of the verbs from the box.

	lower	buy	make	meet	repair	save	take	tell	travel	use
	try 2 I'll new wife for 3 We can	ver forget or the first an't go on	_ olive oil time.		tickets	5 l a sto 6 Yo	go to Braz sked her t ory but she	il next ye o go on _ e stopped eds	ear. me a	and I'd like the whole phone call. tyou need hanic.
8	A 'I can' B 'I look	s what? We wait to lead forward to like playing	eave.' to meeting	him.'	ences in the	D 'I E 'I	bubbles. can't afforcan't stance can't help	d to buy a	late.'	

## Reported speech (1)

- When we report somebody's words we often do that at a later moment, using indirect speech and changing tenses, personal pronouns and possessives:
  - 'I'm your teacher', said Laura (to me). (Direct speech) → Laura said she was my teacher. (Indirect speech)
- · The main reporting verbs are:
  - Say, when the interlocutor is not mentioned  $\rightarrow$  He said he liked chocolate.
  - Tell, with orders or when you mention the interlocutor → She told Tom to stop laughing.
  - Ask, when reporting questions or requests  $\rightarrow$  I asked him to repeat his name.
- Here are some examples showing the main tense changes from direct to indirect speech:

Direct speech	Indirect speech
Present simple → I like jazz music.	Past simple → He said he liked jazz music.
Present continuous → It's raining.	Past continuous → He said it was raining.
Present perfect → I haven't seen her yet.	Past perfect → He said he hadn't seen her yet.
Past simple → Anne gave me this watch.	Past perfect → He said Anne had given him the watch.
Past continuous → I wasn't sleeping.	Past perfect continuous → He said he hadn't been sleeping.
Will → My friends will probably be late.	Would → He said his friends would probably be late.
Can → I can't come to your party.	Could → He said he couldn't come to my party.
May → There may be no snow on the slopes.	Might → He said there might be no snow on the slopes.
Shall → Where shall   put this bowl?	Should → He asked where he should put the bowl.
Imperative → Put your hands up, Bill! → Don't kill me, please!	Infinitive → He told Bill to put his hands up. → He asked me not to kill him.

- Direct sentences with Past perfect, If clauses type 2 and 3, and modal verbs must, should, could, would usually keep the same tenses in both direct and indirect speech.
  - shall usually turns into should, but must can also turn into had to.
  - I must go to the dentist → He said he must (had to) go to the dentist.
  - You shouldn't stay up so late. → He said I shouldn't stay up so late.
- Sometimes we don't need to change the present tense into past tense if the information in direct speech is still true or the reported sentence refers to a very recent past:

Mum said that the tomatoes are in the fridge. (they are still in the fridge now)

I saw Emma this morning: she told me she's leaving tomorrow. (tomorrow is still in the future)

. In reported sentences words referring to TIME and SPACE typically change as follows:

this → that	now → right away   at that moment   then	tomorrow → the day after
here → there	today → that day	next month → the following month
come → go	this morning → that morning	yesterday → the day before I the previous day
ago → before	tonight → that night	last week → the week before I the previous week

When reporting questions you must remember not only to change the tense and time/space words, but also to shift the interrogative form to the affirmative form in indirect speech:

		Direct questions	He asked Karen where her friend lived. He asked if it had rained the night before. He asked if I had been to the shops.						
	Dic	nere does your friend live, Karen? If it rain last night? ve you been to the shops?							
	• In	<ul> <li>You can also use the verbs think or wonder (for questions), when you report your thoughts.  I wonder where I've seen that girl. / I wondered where I had put my glasses.</li> <li>Indirect speech is also used after phrases like 'Do you know (if)?', 'Could you tell me?':  Do you know where the station is?  Could you tell me what your name is, Sir?</li> </ul>							
1	Un	Underline the correct alternative in these sentences.							
	1	He said / told Mary wanted to redecorate the two bedrooms.	5	Did you tell / say him that we would be late?					
	2	Mrs Robinson told / wondered where she'd	6	He said / told his father was very ill.					
	2	seen that woman.	7	We said / told them to keep the door					
	3	The lady told / asked us if we wanted some tea.  I said / thought he was rude but I didn't	8	closed.  I thought / wondered if it was too late to					
	4	tell him.	0	call Jane.					
2	Re	Rewrite these sentences using indirect speech. In two cases you do not need to change the tense							
	1	'I'm not coming tomorrow morning', said Jack	Jack						
	2	'Lucy, pass the salt, please', said Anne.	Anne						
	3	'Dante wrote the Divine Comedy', said the tea	The teacher						
	4	'Have you received my parcel, Emma?', said N							
	5	She said to me: 'Can you come here this after	She						
	6	'It wasn't snowing at 10 last night', said the la	The lady						
	7	'Aunt Ellie may not be at home now', said Cat	Cathy						
	8	'Shall I ask Tracy to come here?', thought Pete	Peter						
	9	'I didn't go out last night', said the boy.	The boy						
	10	'All art is quite useless', said Oscar Wilde.		Oscar Wilde					
3	· 3	Listen to each of the 6 sentences put a tick	( <b>√</b> ) ne	xt to D (direct speech) or I (indirect speech					
	1	D _ I _	4	D 🗌 🛘 I 🗎					
	2	D I	5	D 🔲 🗆 I 🗎					
	2		-						

4 First Read the following extract from Wuthering Heights by Emily Brontë in which Catherine speaks to her servant Nelly. Then fill in the gaps of the summary with A, B, C or D.

I cannot express it; but surely you and everybody have a notion that there is or should be an existence of yours beyond you. What were the use of my creation, if I were entirely contained here? My great miseries in this world have been Heathcliff's miseries, and I watched and felt each from the beginning: my great thought in living is himself. If all else perished, and he remained, I should still continue to be; and if all else remained, and he were annihilated, the universe would turn to a mighty stranger: I should not seem a part of it. My love for Linton is like the foliage in the woods: time will change it, I'm well aware, as winter changes the trees. My love for Heathcliff resembles the eternal rocks beneath: a source of little visible delight, but necessary. Nelly, I am Heathcliff! He's always, always in my mind: not as a pleasure, any more than I am always a pleasure to myself, but as my own being.

the	ere	(4) be an o	exti	stence of you	rs bey	ond you.		nd everybody (3) a notion that Heathcliff's miseries, and she
(8)		and felt eac	h f	rom the begin	ning.			
Th	en	she added that	hei	love for Lint	on (9)	like the fo	liage	in the woods: time (10) change it
as	niw	nter (11) th	ne t	rees, but her	love fo	r Heathcliff (12)		like the eternal rocks beneath.
Fir	all	y, she told Nelly	y th	at Heathcliff	(13) _	always in (	14) _	mind.
1	Α	can't	В	couldn't	С	may not	D	won't
2	Α	you	В	Cathy	C	Nelly	D	they
3	Α	had	В	have	C	had had	D	would have
4	Α	shall	В	must	C	should	D	must have
5	Α	his	В	my	C	Cathy's	D	her
6	Α	this	В	those	C	that	D	these
7	Α	were	В	had been	C	have been	D	would be
8	Α	was watching	В	watched	C	had watched	D	has watched
9	Α	were	В	is	C	had been	D	was
10	Α	would	В	shall	C	may	D	will
11	Α	change	В	changed	C	had changed	D	was changing
12	Α	resembled	В	had been	C	resembles	D	was
13	Α	was	В	had been	C	were	D	is
14	Α	your	В	my	C	her	D	his

Match the reported sentences to the pictures and write the direct sentences in the correct speech bubbles.

- A She thought she'd go to the gym the day after.
- B He said his team had won the match the day before.
- C She wondered where she had put the glasses.
- D He told his mother not to worry.









# Reported speech (2)

There are a number of other verbs that can be used to report sentences, whose aim is to clarify
the purpose of the statement (claim, argue, state, observe, point out, mention, explain,
demand, etc) or to give us more information on the mood or tone of the speaker (whisper, shout,
yell, cry, mutter, etc). Observe the example:

direct speech: 'Sorry I'm late. I got stuck in the traffic.' said Tom.

indirect speech: Tom apologised and explained that he had been late because of the traffic.

• The following verbs are used to shorten and sum up the direct statements:

	Verbs + person + to				
advise sb to do sth	You should read this book, Anne → She advised Anne to read that/the book.				
beg sb to do sth	Please, Mum, take me there → He begged his mother to take him there				
forbid sb to do sth	You mustn't see that girl again! → She forbade him to see that girl again				
invite sb to	Why don't you come over for dinner? → He invited his friend over for dinner.				
remind sb to do / that	Remember to buy the eggs. → He reminded me to buy the eggs.				
warn sb to / that	Don't touch the blades. → She warned us not to touch the blades.				
	Verbs + to / that				
agree to do sth / that	Ok, I'll lend you my car, Bill. → Rob agreed to lend Bill her car.				
offer to do sth	Shall I carry that for you, Gran? → She offered to carry it for her grandmother.				
promise to do sth / that	I will call you soon → I promised to call her soon.				
refuse to do sth	I won't help you again! → He refused to help me again.				
threaten to do sth	I'll tell Mum if you hit me. → She threatened to tell Mum if he hit her.				
	Verbs + -ing form / that				
confess to / that	Ok, I cheated during the test. $\rightarrow$ He confessed to cheating during the test.				
complain about / that	Things are so expensive. → She complained that things were too expensive.				
deny / that	No! I didn't steal your money! → He denied stealing (having stolen) my money.				
admit (to) / that	Well, I'm a bit lazy. → She admitted being a bit lazy / (that) she was a bit lazy.  Visit this museum! → He recommended visiting that museum.  Let's go for a walk, shall we? → She suggested going for a walk.				
recommend					
suggest + -ing form					
suggest that	You should read this book, Anne. → He suggested Anne (should) read that book.				
	Verbs + object + preposition (+ -ing)				
apologise (to sb) for	Sorry I hurt you, Charles. → She apologised to Charles for hurting him.				
accuse sb of	You are lying to me. → She accused me of lying to her.				
blame sb for	It's your fault: you made me do it. → She blamed me for making her do it.				
congratulate sb on	Congratulations: you passed the test. $\rightarrow$ He congratulated me on passing the test.				
discourage sb from	I wouldn't talk to him if I were you. $\rightarrow$ She discouraged me from talking to him.				
insist on	I want to see the manager now. → He insisted on seeing the manager.				

Underline the best alternative.

	1 Karen argued / mentioned she'd come but I o	don't remember when.				
<ul> <li>The old lady cried / observed the pain was terrible.</li> <li>Lexplained them / to them why I hadn't paid for the drinks.</li> </ul>						
3 I explained them / to them why I hadn't paid for the drinks. 4 Grandma whispered / shouted 'Good night' before switching off the lights						
	4 Grandma whispered / shouted 'Good night' before switching off the lights.					
	5 The angry customer yelled / muttered he'd beer	n waiting for 20 minutes but I could	hear him anyway.			
	6 The teacher claimed / pointed out that I was	late again.				
2	Match the direct statements on the left to the fu	inctions / purposes on the right.				
	1  What a beautiful view you have, Nancy!	a reminding				
	2 I'm fed up with the rain.	<b>b</b> denying				
	3 I'll lay the table, shall I?	c congratulating				
	4 Don't forget to send the pics, Mum.	d suggesting				
	5 Why don't we watch a film?	e offering to help				
	6 But I didn't break your window, Sir.	f complaining				
3	Now turn the sentences of Exercise 2 into indire	ect speech, using the suitable re	porting verbs.			
	1 Sarah	4 Britney				
	2 Charlene	5 Chris	<u> </u>			
	3 Caleb	6 The boy				
4	First Complete the second sentence so that it he brackets. You must use between 2 and 5 words  1 Ann said she was sorry after she'd broken the vast  2 They advised me to take the next train. (I)  3 The teacher said: 'You cheated during the exame 4 Randy said she wouldn't help me again. (refute 5 He forbade us to use our calculators. (we)  6 Mrs Denver said we'd missed the train because 7 They said they wouldn't be late this time. (prosecond to the said they wouldn't be late this time.)	se. (breaking) Ann	vase. the next train. the exam. again. our calculators. the train. that time.			
5	Listen to the 6 reported sentences and put	a tick (/) next to the direct sen	tence they refer to			
-	1 A \( \subseteq \) I shouldn't have bought it in the first pl					
	2 A \(\subseteq\) I'm sorry for what happened at the par					
	3 A \( \sum \) You'd better put them in the hand lugg	11 No. 1				
	4 A \( \sum \) You must see the Confucian Temple.	B   I'll take you to the Co				
	5 A Ok, I'll see you tomorrow at Danny's.	B Remember to meet D	and the second s			
	6 A   I'll never do that again.	B  I didn't do that!	unity at his place.			
6	Listen to the dialogue between Ann and E	mma and put the following state	amonte in the			
0	correct order. Write 1- 6 next to each statement		ments in the			
			l harbasus			
	Emma reminds Ann that they were supposed Ann suggests having a coffee while waiting for		i barbecue.			
	Ann apologises to Emma for being late.	or sue to pick them up.				
	Emma blames Ann for causing them to miss	the train				
	Ann explains that there's no problem becaus		ie's nlace			
	Emma complains that Ann is always finding		ic 3 piace.			
	Limita compiants that Aim is always initing	excuses for being fate.				

### Relative clauses

- Relative clauses give you more information on what is stated in the main clause.
- They are typically introduced by these relative pronouns: who, whom, which, whose, where, when, why, what.

The writer who won the Nobel Prize for Literature in 1948 was T.S. Eliot.

The first place we visited was the house in the centre of Stratford, where Shakespeare was born.

### Defining relative clauses

 Defining relative clauses provide details that are necessary to complete the information given in the main clause:

I'm going to read the book which was reviewed in yesterday's newspaper.

Who is used for persons and which is used for things, but that can substitute both of these relative
pronouns, especially in informal contexts:

I don't like the dress which | that Laura's wearing today.

Is he the man who / that rescued the three children?

When the relative pronoun is not the subject of the relative clause you can omit it. Compare
these sentences with different functions of the relative pronoun:

I like the actor that plays the villain in 'Batman Begins' (that cannot be omitted because it is the subject of the relative clause)

Have you seen the flowers (that) John gave me for my birthday? (that can be omitted because the subject of the relative clause is another one, John)

• The relative pronoun *whose* indicates possession, a family relationship or a part of a whole.

#### It cannot be omitted:

Is that the woman whose son appeared on TV last week? (the woman's son)

Not all mushrooms whose flesh turn blue are poisonous. (the flesh of the mushroom)

- When talking about placet, where can be used as a relative pronoun instead of 'in / on / to which':
   I've been to the home where my grandpa lived as a child. (or: ...in which my grandpa lived...)
- When talking about times you can use when but in some cases you can also use 'that' or omit
  the relative pronouns in phrases starting with 'the day... / the time... / the year ...':
  I'll never forget the day (when / that) I met him.
- We can use 'the reason why' or 'the reason (that)' to provide information on why we do something: The reason (why / that) I'm asking you advice is that I trust you.
- Whom can be used instead of 'who' when it is NOT the subject in the relative clause (in formal contexts). It is also used when there is a preposition before the relative pronoun for a person:
   The doctor with whom I spoke was very kind.\*
- \* In relative clauses with prepositions the pronoun is usually omitted. For further information see next section 'Prepositions in Relative clauses'.

### Prepositions in relative clauses

 In relative clauses with prepositions, the structure preposition + which / whom is hardly ever used in everyday English and it is usually found in very formal texts or academic writing.
 When using this form the pronoun cannot be omitted:

The doctor with whom I spoke was very kind.

Do you like the music to which they are listening?

 Relative pronouns are typically omitted when the preposition is moved to the end of the relative clause, right after the verb:

The doctor (with) whom I spoke was very kind.  $\rightarrow$  The doctor I spoke with was very kind.

Do you like the music to which they are listening ?  $\rightarrow$  Do you like the music they are listening to?

It is also possible to omit where in some cases: Study the examples:
 This is the hotel where we stayed in Dublin. → This is the guesthouse we stayed at in Dublin.

### Non-Defining relative clauses

- Non-Defining (ND) Relative clauses provide extra information that is not essential for the
  main clause to be clearly understood and they are characterised by commas separating them
  from the main clause. The extra information may not be related to the main information provided:
  Zoe, who has been living in New Zealand for 3 years, is one of my best friends. (that fact she lives
  in New Zealand is not related to the fact she is one of my best friends)
- Remember that in ND Relative clauses you can neither use the relative pronoun that nor omit the relative pronoun:

Mahler's Fifth Symphony, which you are listening to, is often used as a film score.

 In some ND Relative clauses, which may refer to the whole situation introduced in the main clause, as in these examples:

We went for a stroll by the river, which we hadn't done for a long time. Ben lent me his scooter for the weekend, which was really kind of him.

### WHAT or THAT

- What is used as a relative pronoun when it means 'the thing(s) that':
   Did you hear what she said? (the things that she said...)
- With all and everything, however, we cannot use what; we use that, but it is often omitted:
   All (that) I want for my birthday is my friends!
   Everything (that) I do goes wrong: I feel so stupid!
- 1 Underline the correct relative pronoun in these sentences.
  - California is the state where / which has the largest population in the US.
  - 2 Tom and Jane are the friends whose / who I went to the mountains with.
  - 3 I know a girl whose / which eyes are the same colour as honey.
- 4 Did you see the film which / when was on TV last night?
- 5 I'll never forget the moment where / when I saw Mary's eyes for the first time.
- 6 Can you explain what / why you are always so bored when we visit my parents?

Complete the sentences with that whenever it is possible. Write an X in the spaces where the relative pronoun isn't necessary. Use the other suitable pronouns (whose / where / when / what / why / whom) in the other spaces.							
1 They're interviewing the woman	_ 7	Bologna is the city	I was born in.				
house was burgled last night.	8	Many centuries ago.	this city was				

house was burgled last night.

2 I've just finished seeing the movie \_\_\_\_\_ you suggested watching. It's great!

3 This is \_\_\_\_\_ happens when you travel around the world without booking any hotel...

4 Jim McAdams is the boy \_\_\_\_\_ was picked for the photography competition.

5 Are those the people \_\_\_\_\_ you are waiting for?

6 I really don't know \_\_\_\_\_ you insist on

doing the shopping on Saturday afternoon.

7	Bologna is the city	I was born in.
8	Many centuries ago,	this city was
	just a small village, the	re was a river here
9	This is the guesthouse	we stayed
	when we were in Dubl	in.
10	Who brought the ice-cr	eam is in
	the freezer?	
11	Did you listen to	I said?
12	A person purp	ose is success is
	referred to as ambitiou	
13	This is the man to	I owe my life.
14		357.1
	colour you like	e the best.

3 Look at the picture and complete the dialogue between Helen and her sister Sarah using the sentences in the box to make relative clauses. Look at the example.



She's sitting next to Pam.
We're having lunch with her.
She always looks after the dogs.
I spend more time with her.
Her husband is a popular anchorman.
She was wearing a red dress.
She lives across the street.
She works as a French teacher.

Sa	rah:	ah: So these are your neighbours. They all look really friendly							
		Well, they're all fun to be with. The one (1) I spend more time with is the black-haired woman							
		on the left. I go jogging with her 3 times a week. She's also the one (2)							
		when I'm on holiday: she's such an angel.	when I'm on holiday: she's such an angel.						
Sa	rah:	What about the lady with short hair? She looks fa	mi	liar.					
He	len:	Of course she does: she's the one (3)		: remember I told you he					
		works for a local TV? You must have seen her am	on	g the audience last week: they interviewed					
		her for a few minutes.							
Sa	rah:	Oh, right, now I remember. The red dress (4)		was fabulous!					
He	len:	Yes, and this is Pam. She's the one (5)		: her garden is opposite mine					
		and it's the most beautiful in the street. And the b							
		is Karen: she's the one (7)	: I'm sure you'll like her.						
Sa	rah:	Oh, yes. She's the one (8), j	ust	like me. I'll be glad to meet her.					
4	Ad	d commas to the non defining relative clauses yo	u f	ind among these sentences.					
	1	Mrs Patterson whose flat is next to mine is	5	Kate Winslet who played one of the					
		a very friendly neighbour.		protagonists in 'Titanic' is one of my					
	2	I don't think he is the man whom I saw last		favourite actresses.					
		night.	6	Did you like the camera that Dad gave me					
	3	I remember that years ago when I was just		for my birthday?					
		12 I got lost in the woods while we were	7	The children that are shouting in the street					
		having a picnic.		aren't from my school.					
	4	You did the right thing which is what	8	I seldom visit my cousin in Osaka which is					
		matters the most.		in Japan.					
5	Join	n the two sentences without using a relative pron	n.						
	0	You are looking at some pictures. Do you like then	n?	Do you like the pictures you are looking at?					
	1	I share my room with a boy. He's Korean.		The boy					
	2	Finding a job is a problem. He isn't worried about i	t.	Finding a job isn't					
	3	I've asked for a knife. Could you bring it to me?	Could you bring me You're drinking						
	4	You are drinking a beer. I paid for it.							
	5	Munich is a German city. I was born there.		Munich is the German					
	6	I travelled to Australia with a friend. I've just called h							

L	Fill in the gaps with one suitable word.			
first do He (6) in	hen I think of the people (1) have had an st teacher, (2) name was Ellen Grant. Ever to the class, she used to greet us one by one and spend one the day before. Then, she would tell us about the nice of life was quite simple and uneventful, but she was able we were all keen to listen to. It was only making her lessons so pleasant: school was the place (7) iss Grant, (8) had a great sense of humous in the following years I never felt that so	ry morning about 10 r e things (5 to turn e much late )  ur, made e	g, (3) I and ninutes asking us (4) had hap wery single day into an erer that I realised how effer we had fun while I wery class a unique exper	we had pened to her. Itertaining story earning because ience. I guess this is
200	Listen to the sentences and rewrite them nd changing the position of the preposition.  The care you write your CV with is very important.	ortant.		the relative pronoun
1			<del> </del>	
2			from South America:	
3				
4			of the main hotels	in Burma.
5				
6	He read the book	i	n his teens.	
3 (	complete the sentences with what, that or not	hing (X)		
		-		
1		4		are sitting at that
	all he painted.	12	table come from m	600 Magagian (1) (1) 20 Magagian)
2	, , , , , , , , , , , , , , , , , , , ,	5		
	says.	6		st we need to
3	Do you understand I mean?		plant the primroses	i.
9 [	First Complete the second sentence so that it l	hae a ein	ailar meaning to the	first using the word i
	rackets. You must use between 2 and 5 word		mar meaning to the	mot using the word i
	N 1880 SAS AS SAS BANK SE ON M DAN SON		tha alaas	lastalı
1				last week.
2				
3				
4			1.01274	
5			wn	
6			1	
7			se is a device	
Q	Ha's singing a song Do you know it? (tha)	Do you		cinging?

# Linking words (1)

- Linking words are expressions that connect words, phrases, sentences or paragraphs in order to make a text easier to read. Here is a list of the main ones according to their function.
- The expressions with an asterisk are mostly found in formal texts:

### Organising paragraphs and adding ideas / points

- Listing points as a sequence (the expressions below, which are typically followed by a comma):
   firstly / to begin with / for a start / in the first place (opening point)
   secondly / next / another point is (that) (middle points)
   finally / last but not least (closing point)
- Adding ideas or information
   at the beginning of a sentence: in addition / what's more / furthermore\* / also / moreover\* / also /
   on top (of that) / besides (+ comma)
   in mid position: apart from / besides / as well (as)\* / too / also
- Introducing a new point:
   as regards / as for / as far as ... is concerned\* / with reference to\* / with regard to\* / with respect to\* / in respect of\* / turning to / when it comes to

### Clarifying and comparing ideas (similarity and contrast)

- Giving examples to clarify a point or idea:
   i.e.\* (= that is) / e.g.\* (= for example) / namely\* / a case in point is... / for instance / such as\* / like /
   say (between commas, informal)
- Showing similarity: similarly / in the same way (+ comma) / just as... so / likewise
- Expressing contrast:
   despite / in spite of (+ noun) / although / though / even though (+ clause) / despite the fact that /
   in spite of the fact that (+ clause)
   in spite of this / despite this / even so / however / nevertheless\* / nonetheless\* / and yet / on the
   other hand / at the same time / conversely (+ comma)
   by contrast / on the contrary (+ comma) / instead (of) / while / whereas / as opposed to / but /
   unlike

### Drawing conclusions (+ comma)

- Reformulating and rephrasing:
   in other words / to put it briefly\* / in short / in a nutshell
- Generalising:
   all in all / by and large / on the whole / broadly/generally speaking / as a rule / in general / in
   most cases
- Concluding: in conclusion / to sum up / to summarise / in the end / all things considered / in the end

### **Examples**

### Organising, listing and introducing points

There are several reasons why you should quit smoking. Firstly, it's harmful for your health. What's more, it has become an expensive habit. Last but not least, the smell of cigarettes is unbearable and it makes me sick.

As far as the price is concerned, the company has decided that the new smartwatch will be available for \$350.

### Comparing

**Just as** I wanted to be a doctor, **so** my twin brother wanted to be an actor.

We should be stopping terrorists from operating, **as opposed to** chasing them after they've attacked.

### Examples

### Clarifying

There are four sections in the test, namely speaking, listening, reading and writing. (= more precisely)

Lack of communication causes serious problems in a relationship and their marriage is a case in

point. (a very clear example of something)

If someone earns, say, 15,000 pounds a year, is he eligible for any child benefit?

### Summing up and concluding

To put it briefly, he lacks musical ability.

All in all, it was a great trip, although we had a few problems on the way there.

To sum up, we need to focus our energies away from theoretical debates and address the issues with a practical approach.

1	Match	the	two	narts	of	the	sent	ences
	Match	me	LWU	parts	OI	me	2611	ences.

1	☐ I had my wallet stolen and	
2	Well, I have a few health problems, but	
3	<ul> <li>Experts suggest using antiseptic on surfaces</li> </ul>	
	☐ I love reading but I have trouble	
5	☐ As for that boy,	
6	Why didn't you tell me in the first place	

- a all in all, I'm a happy person.
- b when it comes to studying science.
- c that you had decided to leave?
- d such as armrests and tray tables.
- e what's more, I got a parking ticket.
- f I don't think he's going anywhere in life.

### 2 Underline the correct alternative.

- She's extremely rich; however / on the other hand, she isn't snobbish.
- 2 It was cold and windy. In the same way / Nevertheless, I went for a walk.
- 3 That house isn't big enough for us, and yet / furthermore it's too expensive.
- 4 We live in the same building; even though / despite this, we hardly see each other.
- 5 Despite / Although being twins, Emma and Sara look very different.
- 6 The neighborhood isn't very interesting.
  I like the house, moreover / though.
- 7 Stephanie cooked the carrots, nonetheless / whereas her brother prepared the broccoli.
- 8 I prefer reading classic sci-fi books for example / such as 'The Day of the Triffids' or 'The Time Machine'.

### 3 Fill in the gaps with the correct phrase from the box.

			_							
ć	as a	rule	as regards	in a nutshell	in the end	iı	nstead	on top of that	whereas	yet
	1	My si		riting is always so is a total mess.	neat,	5		appy for her and _ nat I was no longer th	ne baby in th	_ I was e family.
	2	20 Tonne 100		ut the teacher sa lot		6		ssed the bus and, raining.		, it
	3	crow	the s	wimming pool is ne morning.	less	7		our proposal: our business to yo		we want
	4		pose that, e how to raise	, it is fo	r you to	8	excelle	the hotel, ont.	our experie	nce was

4	First Choose A, B, C or D	Choose A, B, C or D to fill in the gaps.						
Studying at University may have a number of benefits. (1), students can expand their social networks by meeting people from diverse backgrounds, they can form long-lasting friendships, and develop their social lives. (2), during tutorial sessions, students can learn more effective communication skills. Through this experience, they can (3) learn to negotiate, collaborate and compromise. Students can (4) become critical thinkers and become more open-minded about the world as they see it. (5), they can learn how to develop arguments and support them with evidence from reliable sources. Other skills include independent learning, (6) time and workload management. (7), with the ideas presented above, it is quite evident that University attendance can play a vital role in social and professional skill development, (8)								
	<ol> <li>A All in all</li> <li>A Despite this</li> <li>A likewise</li> <li>A whereas</li> <li>A On the whole</li> <li>A on top of that</li> <li>A On the other hand</li> <li>A too</li> </ol>	B To begin with B However B instead B last but not least B In addition B in spite of B Nevertheless B also	C Besides C Moreover C even so C to sum up C But C as well as C Furthermore C even	D Therefore D For this reason D too D also D Although D on the contrary D In conclusion D in short				
5								
6	brackets. You must use be			to the first using the word in went for a swim				
2 She didn't offer chocolates to us. She ate them all. (instead)  ate them all.  3 The sea was very rough, yet nobody was seasick. (spite)  Nobody was seasick.								
	<ul> <li>4 Dave's clever and he's</li> <li>5 They let us in though v</li> <li>6 The book's dull; what's</li> </ul>		Dav The	clever, re's very friendly. ry let book's dull;				
	o The book 3 dull, what	more, it a long. (top)	ille	book 3 dull,				

\_\_\_\_, it's long.

### Linking words (2)

- Linking words can also be used to talk about the reason for something, the purpose, or to express
  conditions for something to happen.
- The expressions with an asterisk are used in formal English.

#### Reason and cause

Expressions followed by a noun:

because of / owing to / due to / on account of / for / as a result of / as a consequence of We couldn't find the way back home on account of the fog.

My bad mood was due to the horrible weather.

Expressions followed by a clause:

since / as / because / for\* / due to the fact (that)

Since it was my first time in Paris, the first thing I visited was the Eiffel Tower.

At the beginning of a sentence (+ comma):

as a result / as a consequence / for this reason / therefore\* / thus\* / that's / this is why (+ clause)
There was a flood in November. As a result, the houses in that area were all heavily damaged.

### **Purpose**

Expressions followed by a verb in the infinitive:

in order to / so as to / to

He built a wall around the house in order to protect himself from wild animals.

Expressions followed by a clause with a subject:

in order that / so that / so

I'll give you a pencil so that you can draw the face of the man that mugged you.

#### Condition

Expressing conditions in general:

if / unless (=if not) / if so / if not / if necessary / if possible I may be late. If so, could you order pizza for me? I won't go to work if I don't feel better on Monday.

I won't go to work unless I feel better on Monday.

Underlining the specific condition:

provided / providing (that)\* / on condition (that)\* / as long as

You can borrow my bike as long as you bring it back by tomorrow.

Taking precaution for events, often referring to the future: in case
 I'll pack a few sandwiches in case we decide to have lunch in the park.

### Other useful linking words

· stating initial situation: at first / in the beginning

At first I felt ill at ease, but after a while I started enjoying the party.

final outcome: eventually / in the end

I wanted to see a horror film but we eventually chose a drama.

objective point of view: according to

According to scientists, depression could be an allergy.

personal view: in my opinion

In my opinion this book is awful, but according to this review it's great.

introducing new topics (informal): by the way

Bye the way, did you remember to back up the file?

contradicting previous statement: actually / in fact / as a matter of fact / indeed
 I'm not mad about football: in fact, I hate it!

expressing attitude:

to be honest / frankly  $\rightarrow$  I like Tom a lot, but **to be honest**, I don't feel like having a holiday with him. to my surprise  $\rightarrow$  I expected him to be late, but, **to my surprise**, he was even early this time. apparently  $\rightarrow$  **Apparently**, the man managed to get away with the jewels. (= it seems that...) naturally / of course / undoubtedly / admittedly  $\rightarrow$  **Admittedly**, he's better than me.

arguably / presumably /most probably  $\rightarrow$  He's **arguably** the best candidate for Prime Minister. fortunately / luckily - unfortunately  $\rightarrow$  **Unfortunately**, we lost the match. if i may say so  $\rightarrow$  If I may say so, Lorna's new hairstyle is appalling.

- Underline the correct alternative.
  - 1 We'll have to buy another TV in case / unless you can repair it.
  - 2 Provided / So that you study regularly, you will get good marks.
  - 3 We got there in time in spite / on account of the heavy traffic.
  - 4 I'd like to pack today so that / as to be ready to leave early tomorrow morning.
  - 5 His accident was owing / due to excessive alcohol consumption.

- 6 The weather forecast said it'd be sunny. Therefore / Nevertheless, I decided to take along my umbrella.
- 7 Could you tell me if you can bring it today? If not, / As a consequence, I'll have to pick it up myself.
- 8 At the farm there were horses, cows as long / well as donkeys and goats.
- 2 First Fill in the gaps with a suitable word.

	t (	esterday evening two ships collided in thick fog in the Efruit to London, (1) the other was a British Rail fer (2) Even there were no casualties among the crew close to the waterline. According to eye witnesses (3) of the accident. (4), the captains did not realise the dange (5) of the weather conditions. As a (6), there was in (7) of the damage, the two ships managed to reach the cort authorities said (8) a committee of enquiry (9) of the collision.	erry on its regular ys or the passenge of the vessels was g er until seconds b insufficient time for the nearby port of	run from Dover to Dunkirk. ers, both ships were holed going very fast at the time of before the collision on or them to avoid the accident. Dunkirk. A spokesman for the
3		ckets. You must use between 2 and 5 words.	nilar meaning t	o the first using the word in
	1	We went for a walk despite the heavy rain. (raining)		heavily we went for a walk.
	2	I study English because I want to work in London. (order)	And the second s	work in London.
	3	I'll come only if you pick me up from home. (long)	I'll come	me up from school.
	4	I'm hungry now because I didn't have lunch. (as)		lunch I'm hungry now.
	5	I therefore think we will find a solution. (reason)	1	we will find a solution.
	6	I think Di Caprio deserved to get the Oscar. (my)	In	deserved to get the Oscar.
	7	Nobody can deny Italian cuisine is awesome. (arguably)		
	8	We ended up having some pizza delivered. (eventually)	We	delivered.
4	(A-	First Listen to 5 people giving tips to anyone dealer) what each speaker says. There is one extra letter		
	Α	Remember that the examiner wants you to do well, so	try not to soun	d too nervous when you talk.
	В	I'd suggest making eye contact with the examiner and	show that you a	are enjoying the conversation.
	C	Candidates should avoid giving short answers and wai	_	
	D	You must prove that you are able to interact and exc		
	E	If you neglect your body language, you may give the	그리아 선택하는 아이라 아이를 가게 되었다고 있다면	north and the contraction of the
	F	A candidate should never express opinions that are r	ot shared by th	e examiner.
		Speaker 1 Speaker 2 Speaker 3 Speake	eaker 4 🗌 💢	Speaker 5 🗌
				11/

### Word order

- English has precise rules regarding syntax, so in most cases we cannot move a phrase or an
  adverb wherever we want to. As for the rules on the position of adjectives and adverbs see Units
  10 and 11.
- When deciding where to place a phrase in a sentence, remember you must never put anything between the main verb and the Direct or Indirect Object. For the position of the other phrases in a sentence look at the rules below this example.



### **Direct Object or Indirect Object**

When there are both a direct and an indirect noun object you can choose between two structures:

· However, when the sentence has a noun and a pronoun, the pronoun always goes first.

I gave him an apple I gave it to John

When both the direct and indirect object are pronouns you must always use this order:

 After some verbs followed by Direct Object - like buy, get, find, book or make - we use the preposition FOR + Indirect Object

Example: Mum will make us a cake. → Mum will make a cake for us.

### Position of prepositional phrases after object

- After the Object the very next prepositional phrase in a sentence usually refers to place.
- Phrases and adverbs of time come at the end of the sentence, however (\*) they can also be placed at the beginning when the sentence isn't a question.

aubla et	week	Direct Object	prepositional phrases			
subject verb or l		or Indirect Object	place and other phrases	time*		
Tom	has	lunch	at school	every day.		
My parents	often go		to work by car			
Did you	tell	Fred	about the plan	last night?		
Не	wasn't		in the car with me.			
The teacher	will give	us a lot of homework		for tomorrow.		
We	went		to Greece for a holiday	in 2001.		

 With more than one phrase related to place, time or other aspects, the order of the phrases is the following:

I left my umbrella on a chair in the kitchen (both refer to place but the chair is smaller than the kitchen)

What were you doing at 3 o'clock yesterday? (both refer to time but 3 o'clock is smaller than the whole day)

1	Co	mplete the follo	wing senten	ces with the missir	ng phra	ses froi	m the box belov	v.
		on holiday	to Paris	all afternoon	next	year	in Holland	my parents
	1 2 3	J	ane will be in	with Grandma.  n year 4.  JS at the moment.	5	Did yo	June I go to Sard ou play compute ovel	er games
2	Ar	e these sentenc	es right (🗸) o	or wrong (X)? Corre	ct the	wrong	ones.	
	1 2 3 4 5 6 7 8	We go every do On Friday our Are your coust Giorgia speaks That mp3 play Who was the	ay to the beat teacher does ins coming to very well Enver is mine: g Nobel Peace aving lunch	ach with them. on't usually give us of France for Christm nglish and French. ive me it. Prize won by in 197 at the school cantee	homew nas? 19?			
3		bstitute the und		ds with a personal e.	pronou	n and o	change the sent	ence structure as
	0 1 2 3 4 5 6	You can't ask I must forward Maria brought Can you show	d Alice your these things this message David some the guests the	new phone number to Hanna: she's so	touchy.		ive him these a	pples.
4	W	rite numbers in	the boxes be	efore each phrase t	o indica	ate thei	r order in the so	entences.
	1 2 3 4 5 6 7 8	I'm meeting  We must read We're  goin The lady  a They will  s We've  bou I'll be  at the	at her place tomorrow g  to Liver sked  later send  to yo ght  lovely se end  in	e after school come after school come carefully the pool by car come come come come come come come come	Jackie he cont definite call  it  ne plouse [ h  w	e.  ract.  ly	ext week. ly	holiday.
5				ntence so that it ha		ilar m	eaning to the fi	rst using the word in
	1 2 3 4 5 6	The little boy Please, write y He's likely to	greedily ate to your details in go there on fo to book me a	flight tomorrow. (f	ed) Th Ple He or) I a	e little ease, will sked th	boy ate	your details. there. tomorrow.
6	in	Listen to 6 s		ing syntax mistake	s while	e speak	ing. Rewrite th	e sentences you hear
	1 2 3		,.	-	4 5 6			77 27 77

## Subject and object questions

 Questions normally require the inversion of an auxiliary (be, do or modal verb) and the subject; however, when the WH- pronoun or adjective is the subject of a question, the structure is the same as in affirmative sentences. Compare these two examples:



Who did he pick up from the station? (he picked somebody from the station)

### Subject

Who picked him up from the station? (somebody picked him from the station)

You can better understand this difference if you look at the answers to these questions:

Who did he pick up from the station? He picked up his brother from the station.

('who' refers to the object = his brother)

Who picked him up from the station? Samuel picked him up from the station.

('who' refers to the subject that picked him up)

 who, what and which can all be the subject of questions; in less frequent cases you may also find whose, how many or how much. Look at the examples:

Who killed Abraham Lincoln?

What is going on?

Which of those children won the drawing contest?

Whose father wants to talk to the teacher?

How many students took part in the race?

### Questions with final preposition

When a question starting with who, what or which contains a verb that is followed by a
preposition, the preposition is at the end of the question:

What are you looking at?

Which book are they talking about?

Who is this parcel for?

 In spoken English you can often omit the verb when asking this type of questions during a conversation:

Can you give me your phone number?

What for?

 In formal English we may find prepositions before the WH- question word, but this happens very rarely:

In what kind of hobbies is your sister interested?

In which of these teams of Formula 1 did Michael Schumacher run?

 When referring to a person, you must use whom if the preposition is placed at the beginning of the question:

To whom did you give your address?

With whom would you like to speak?

1	Un	derline the correct alternative.							
	1	What did it happen / happened yesterday?		7	Who are you sending	is sending the pho	otos to?		
	2	Who's meeting / is he meeting tomorrow?		8	Which cat ate / did				
	3	Which colour suits / does it suit me the best?		9	Which US States star	t / do they start w	ith C?		
	4	Who will he clean / will clean up this mess?		10	What means this wor				
	5	Which of these people worked / did you		11	How much rain fell / o				
	-70	work for?		12	Who did he win / w				
	6	What kind of car does Adam have / has Adam?			2008?	on the ob election			
2	Ma	atch the questions on the left (1-8) to the answ	ve	rs on th	ne right (a-h).				
	1	■ Who can cook well in your family?	а	Miriar	n told me.				
	2	☐ What did you tell Dad?			th them online.				
	3	☐ Which of your CDs did you sell?			d can. He makes deli	cious pizzas.			
	4	☐ Who told you about it?			kes the dark-haired or				
	5	☐ What can you cook?			him we had lost his c				
	6	Who sold you these CDs?			ne with blue eyes. He		or		
	7	☐ Which of these boys does Sally like?			sold the one my ex bo				
	8		-						
	0	■ Which of these boys likes Sally?	п	Actual	lly, I can only make o	meiettes.			
3	Bu	ild suitable questions based on the underling	g p	arts in	the given answers. Lo	ook at the examp	ole.		
	0	I went to Vietnam with my sons.		Wh	o did you go to Vietn	am with?			
	1	They were interested in western films.		-					
	2	I have just paid for the small coke.							
	3	Laura is going to do the shopping.		_					
	4	Richard III was killed by Henry Tudor.							
	5	World War I began in 1914.							
	6	He has to buy some milk for tomorrow.		1					
	7	The subject of this poem is the 'dark lady'.							
	8	I prefer the blue scarf to the red one.		_					
4	Fi	rst Complete the second sentence so that it	ha	s a sim	nilar meaning to the f	irst using the w	ord in		
	bra	ackets. You must use between 2 and 5 word	ls.						
	1	Who was arrested this morning? (police)		Wh	0	this m	orning?		
	2	What causes the greenhouse effect? (by)			at's		8		
	3	Who borrowed your bike? (lend)			0				
	4	Who sold it to you? (buy)			•	2			
	5	Which of them makes you feel bored? (find)	1		ich of them		7		
	6	What's the meaning of 'FBI'? (stand)	'		at				
5	31	Listen to the synonsis of a famous Victor	ior	love	story and complete th	ne questions has	ed on		
-		• Listen to the synopsis of a famous Victorian love story and complete the questions based on the answers provided.							
	1	Who? Emily Brontë v	vro	ote 'Wu	thering Heights' in the	Victorian Age.			
	2								
	3								
	4		? }	Heathcl	iff marries her becaus	e he wants to ru	in her.		
	5		ra	tors tha	at tell the story are Ne	lly Dean and Mr			
		Lockwood.							
	6	Who marry? She'll r	na	rry Har	eton.				

## Question tags; So / Neither / Nor do I

- Question tags are the short questions at the end of sentences particularly in everyday English.
   They are built by using auxiliaries (or modal verbs) and personal pronouns.
- If the main part is positive, the tag is negative; if the main part is negative the tag is positive:
   It's cold. isn't it?

Anna hasn't got any brothers or sisters, has she?

I should have invited him, shouldn't !?

Nobody showed up, didn't they? ('they' is used as a pronoun for somebody, nobody, everybody. etc.)

Nothing can stop us, can it? ('it' is used as a pronoun for nothing, something, everything, etc.)

 When the main sentence has no apparent auxiliary, as in affirmative sentences with present and past simple, you use don't / doesn't / didn't in the tag:

You have a son, don't you?

Anne went to Cardiff by train, didn't she?

 The tags used with sentences starting with Let's... / Don't... / I'm... use specific tags. Look at the examples:

Let's have a swim, shall we? (suggesting an activity)

Don't call me before 3pm, will you? (asking someone to do something)

I'm late, aren't I?

Their function depends on context and intonation: when the voice goes down (>) in the tag you are checking if someone agrees with you, giving them an order or you don't expect an answer as it's more like a statement; if the voice goes up (>) you're asking a genuine question.

The view from here's fantastic, isn't it? \(\text{it}? \text{ \text{(do you agree with me on the fact it's beautiful?)}}\)

Don't do that again, will you? \( \) ( don't do that, ok? - an order)

You haven't seen my glasses, have you? 7 (have you seen them by any chance? - real

question)

You couldn't make me some tea, could you? 7 (please, make me some tea - request)

#### So / neither / nor do I

 When you want to show agreement with someone's statement in a conversation you use so / neither (or nor) + auxiliary / modal verb:

affirmative statement: I love lasagna. So do I.

negative statement: I can't swim. Neither can I. (or: Nor can I)

• If you want to show **disagreement you use the auxiliary or modal in the opposite form**: affirmative statement: I had some tea. I didn't. (negative response)

negative statement: I won't go there. I will. (affirmative response)

- · To show agreement you can also use 'Me, too.' and 'Me, neither.'
- So / Neither / Nor can also be used for other persons:

Karen works from home and so does her husband.

John and Rebecca haven't left yet and neither have we.

I didn't like the film but my sister did.

#### Other functions of question tags and auxiliaries

 Question tags and auxiliaries / modals can also be used to show interest or surprise when someone tells you something or to avoid repeating the main verb:

Jeff bought a new car last week. Did he? (Really?)

I've won 1,000 pounds. You haven't, have you? (I can't believe it!)

Mary looks happier than she did. ('did' replaces 'looked')

Anne said she couldn't speak French but she can. ('can' instead of 'can speak')

Don't you like pizza? I do like it but I don't want it now. (do + verb emphasises the verb)

1	38	Listen to these sentences and put a tick under	the	intonation symbol 🗷	(up) or 🔰 (	down).				
					7	7				
	1	Shut up, can't you?	_							
	2	You couldn't give me a lift downtown, could you	1?			_				
	3	Banks close at 5 pm, don't they?				-				
	4	It was a lovely concert, wasn't it?								
	5	Terry's daughter has lovely blue eyes, doesn't sl								
	6	You haven't found my earring in your car, have	you?							
2	Un	derline the correct alternative.								
	1	You think you're better than me, do / don't you?	6	I'm not very good a	t playing car	ds, aren't /				
	2	She's never on time, is / isn't she?		am 1?						
	3	There weren't many people, did / were there?	7	They'll call me soon	n, will / won	't they?				
	4	Pam has tea every afternoon, hasn't /	8	Don't waste your p	ocket money	, do / will				
		doesn't she?		you?						
	5	Nobody did their homework today, did he /	9	She'd love to go to Ja	pan, wouldn't	/ hadn't she?				
		they?	10	We'd already met t	hem, <i>hadn't</i>	/ didn't we?				
3	Co	mplete the following sentences with the correct	quest	ion tag.						
	1	You were at home last night,?	8	Let's have a break	now,	?				
	2	Kate Winslet has brown eyes,?	9	I'm making too muc	h noise,	?				
	3	You can't speak Russian,?	10	Your niece will be 18	next year, _	?				
	4	Rob had a holiday in Venezuela,?	11	Don't forget to buy t	he batteries,	?				
	5	It's raining hard tonight,?								
	6	I shouldn't drink so much coffee,?								
	7	You haven't seen my memory stick,?	14	You've been told abo	out Nancy, _	?				
4	Re	ad the sentences and complete the missing part	s wit	h the correct forms	to show agr	eement or				
	dis	sagreement. Look at the example.								
	0	Chinese people like tea and so do English people	le. (Er	nglish people)						
	1	Children can't drink coffee but		-		(adults).				
	2	English students have to wear school uniforms								
	3	The number of cars is growing and								
	4	We had to use landline phones to call people in								
	5	The Irish flag's got a green band and								
	6	British women couldn't vote in 1910 but								
	7	Chickens can't fly and								
	8	Facebook didn't exist in 1990 and								
5	Fin	Complete the second sentence so that it has	a sin	nilar meaning to the	first using t	he word in				
	brackets. You must use between 2 and 5 words.									
	1	Have you met Jane yet? (know)		u don't						
	2	Both Karen and Jake had a dog. (so)		ren had a dog						
	3	I play tennis better than him. (he)		lay tennis better						
	4	Clay and Rose were both late. (was)		y wasn't on time		Rose.				
	5	Both my parents dislike horror movies. (nor)	Му	mother doesn't like ho	rror movies _					
	6	What about going to Paris? (go)	Let	's	we?					
	7	He agreed to go though he didn't want to. (did)	He	didn't want		•				
	8	Don't you think this is the best one? (it)	Th	is is the best one		)				

### **Prepositions**

	TIME	PLACE
AT	<ul> <li>hour / meal → at 7 pm - at lunchtime</li> <li>holidays → at the weekend - at Easter</li> <li>now → at the moment - at present</li> </ul>	<ul> <li>places in town → at the station - at the market</li> <li>points → at the door - at the traffic lights</li> <li>events → at a party - at a concert</li> </ul>
ON	<ul> <li>days → on Saturday - on 12<sup>th</sup> October</li> <li>day + part → on Wednesday mornings</li> <li>special dates → on New Year's Eve</li> </ul>	<ul> <li>surfaces → on the wall - on the floor</li> <li>large means of transport → on the bus - on a plane</li> <li>2 wheels/4 legs → on a horse - on my scooter</li> </ul>
IN	<ul> <li>months, seasons → in May - in summer</li> <li>years / centuries → in 1950 - in the 18<sup>th</sup>century</li> <li>longer periods → in the Middle Ages</li> <li>within → in a week - in a few days</li> </ul>	<ul> <li>inside a 3D space → in a room - in an office</li> <li>towns, regions, states → in York - in Alaska</li> <li>countries, continents → in Italy - in Asia</li> <li>smaller means of transport → in a car - in a canoe</li> </ul>
BY	• no later than → by Wednesday (= before)	<ul> <li>near/next to → by the sea - by my side</li> </ul>
то	<ul> <li>until → from Monday to Friday</li> </ul>	<ul> <li>towards → (go) to the station - (fly) to Toronto</li> </ul>

### **Fixed expressions - Time**

- at dusk at dawn at sunset at that time at the same time at the age of at times (= sometimes)
- on strike on duty on holiday on a diet on occasion on business (particular times in one's life)
- in the morning in the afternoon in the evening → BUT: at night
- . in the past in the present in (the) future in the meantime
- by the time (= when) by then by now (mostly used with perfect tenses see units 6 and 9)

#### Fixed expressions - Place

- at home at work at school/college/university at reception at church BUT: in a church (inside)
- on the west coast on the Mississippi on the border on the first floor BUT: by the sea/lake/river (= near)
- on the left / right on a list / menu / directory on the way (to) on a diet on (the) Earth
- on TV on the radio / the phone / the Internet on a farm on a trip / tour / cruise on the outskirts
- in a city/town/village in the country(side) in the mountains BUT: at the seaside / at the beach
- in the south-west (inside an area) BUT: to the south-west (outside an area) on the south-west coast
- in hospital in prison in bed in town (= in the centre) in Parliament
- in a line / queue / row in a road / street / square in Downing Street BUT: at 10, Downing St (address)
- in a picture in a book in the news in a magazine in a mirror
- in the sky in the rain in the shade in the sun in the dark
- by car by train by plane by ferryboat (general transport) BUT: on foot
- by Friday (no later than a date) BUT: in 3 days (within a given period of time)

### **Confusing expressions**

- at the bottom of the page (in the lower part) BUT: on the bottom of a glass / bottle / box (touching the surface)
- at the beginning / end of a period BUT: in the beginning (= initially / at first) in the end (= eventually)
- at the back of a room BUT: in the back of a car on the back of a piece of paper / my passport
- at the front of a hall BUT: in the front of a taxi on the front of an envelope
- . in time (no later than the right time) BUT: on time (exactly at the right time)
- in the sea (swimming or underwater) BUT: at sea (sailing) at the seaside / beach (leisure activity)
- in the corner (inner part) BUT: on / at the corner (outer part)
- by car by train (general transport) BUT: in my car on the 7.30 train (specific transport)

### **Expressions without prepositions**

- Prepositions are not used in expressions like 'last year' or 'next Sunday':
   Last summer I went to Rome.
   What are you doing next weekend?
- Do not use the preposition to before home, there, here:
   I'd better go home: it's late. / Why don't you come here by car? / We rushed there as soon as we could.
- Underline the correct alternative.
  - 1 Did you have lunch at / on / in your grandmother's at / on / in New Year's Day?
  - 2 I woke up at / on / in half past 5 at / on / in the morning although I'd gone to bed late at / on / in night.
  - 3 They left for Amsterdam at / on / in September 21<sup>st</sup> and they'll be back at / on / in Friday evening.
  - 4 George was sitting at / on / in his desk at / on / in his office when I got in.

- 5 My aunt lives at / on / in the top floor of a very tall block of flats at / on / in Market Street.
- 6 How many people used to live at / on / in this village at / on / in the Middle Ages?
- 7 I'm never at / on / in home at / on / in lunchtime.
- 8 I'll meet you and Cindy at / on / in the café at / on / in the shopping centre.
- 2 First Listen to the recording of two candidates choosing a picture for an article on beautiful bedrooms in an interior design magazine. Then answer the questions.









1	Which room does the girl like?	
2	☐ Which room does the boy find closer to his personal taste?	
3	☐ Which room does the girl find unsuitable for her?	
4	☐ Which room do both candidates dislike?	
5	☐ Which room contains a few items of furniture that the boy doesn't like?	
6	☐ Which room do the boy and the girl eventually agree on?	

1 When I go somewhere by car I usually sit at the front seat	3	Fill in the blanks with the correct preposition choo	sing b	etween at, on, in, by and	to.
you call back a few minutes?  2 Mr Reynolds usually goes work train, but today he went there his car.  3 When I'm the seaside I prefer lying 8 Our seats are Row 3 the front of the theatre.  4 The newsagent's is the corner the end of this road.  5 Shall we do the exercise the top of page 12 or the one page 13?  4 Seven of these sentences contain a mistake. Find it and correct it.  1 When I go somewhere by car I usually sit at the front seat 2 While I was at the doctor's I found an interesting article on the newspaper 8 Do you often come to here on Saturday afternoons? 1 found a very nice jacket in the town interesting article on the newspaper 8 Do you often come to here on Saturday afternoons? 7 There aren't many types of wine in this list grandfather 9 There aren't many types of wine in this list grandfather 9 There aren't many types of wine in this list grandfather 9 There aren't many types of wine in this list grandfather 9 There aren't many types of wine in this list grandfather 9 There aren't many types of wine in this list grandfather 9 There aren't many types of wine in this list grandfather 9 There aren't many types of wine in this list grandfather 9 There aren't many types of wine in this list grandfather 9 There aren't many types of wine in this list grandfather 9 There aren't many types of wine in this list grandfather 9 There aren't many types of wine in this list grandfather 9 There aren't many types of wine in this list grandfather 9 There aren't many types of wine in this list grandfather 9 There aren't many types of wine in this list grandfather 9 There aren't many types of wine in this list grandfather 9 There aren't many types of wine in this list grandfather 9 There aren't many types of wine in this list grandfather 9 There aren't many types of wine in this list grandfather 9 There aren't many types of wine in this list grandfather		1 Sorry, Jennifer's busy the moment. Can	6	You must put your signar	ture the white
but today he went there his car.  3 When I'm the seaside I prefer Iying the shade.  4 The newsagent's is the corner the end of this road.  5 Shall we do the exercise the top of page 12 or the one page 13?  4 Seven of these sentences contain a mistake. Find it and the front seat.  1 When I go somewhere by car I usually sit at the front seat.  2 While I was at the doctor's I found an interesting article on the newspaper.  3 Could you wait in the hall, please? I'll be there in a moment.  4 He caught pneumonia after standing under the rain all night.  5 I don't think I'll go to the stadium the next Sunday.  1 My brother usually walks to school (foot)  2 The view is wonderful when the sun goes down. (sunset)  3 Romanticism started in the late 18th century. (end)  4 I haven't seen him since April. (last)  5 What time did you arrive at home? (get)  6 We eventually changed our mind. (end)  7 When we got there, the film had started. (time)  8 We're going to the supermarket. (way)  Dury lime to check in 2 hours before departure, so I suggest you get there (3)  8 Our seats are Row 3 the front of the theatre.  10 Hotel guests must hand in the keys reception 10.30 at the latest.  4 We often spend a week in the mountains January 1 found a very nice jacket in the town internoons? 1 found a very nice jacket in the town internoons? 1 found a very nice jacket in the town internoons? 1 found a very nice jacket in the town internoons? 1 found a very nice jacket in the town internoons? 1 found a very nice jacket in the town internoons? 1 found a very nice jacket in the town internoons? 1 found a very nice jacket in the town internoons? 1 found a very nice jacket in the town internoons? 1 found a very nice jacket in the town internoons? 1 found a very nice jacket in the town internoons? 1 found a very nice jacket in the town internoons? 1 found a very nice jacket in the very 1 found a very nice jacket in the se				9.00 (8.00)	
3 When I'm the seaside I prefer lying the shade.  4 The newsagent's is the corner the end of this road.  5 Shall we do the exercise the top of page 12 or the one page 13?  4 Seven of these sentences contain a mistake. Find it and the front seat.  1 When I go somewhere by car I usually sit at the front seat.  2 While I was at the doctor's I found an interesting article on the newspaper.  3 Could you wait in the hall, please? I'll be there in a moment.  4 He caught pneumonia after standing under the rain all night.  5 I don't think I'll go to the stadium the next Sunday.  1 My brother usually walks to school (foot)  2 The view is wonderful when the sun goes down. (sunset)  3 Romanticism started in the late 18* century. (end)  4 I haven't seen him since April. (last)  5 What time did you arrive at home? (get)  6 We eventually changed our mind. (end)  7 When we got there, the film had started. (time)  8 We're going to the supermarket. (way)  Dear Mr and Mrs Rogers, your plane leaves (0) at 10.45 am. You should be (1) the airport (2) time to check in 2 hours before departure, so I suggest you get there (3) 8.45. After checking in you can wait (4) the departure lounge		2 Mr Reynolds usually goes work train,	7	Scotland is the north	of England the
the shade.  4 The newsagent's is the corner the end of this road.  5 Shall we do the exercise the top of page 12 or the one page 13?  4 Seven of these sentences contain a mistake. Find it and correct it.  1 When I go somewhere by car I usually sit at the front seat 2 While I was at the doctor's I found an interesting article on the newspaper 8 Do you often come to here on Saturday afternoons? 1 He caught pneumonia after standing under the rain all night 10 Greg was at the hospital visiting his grandfather 2 The view is wonderful when the sun goes down. (sunset) 1 My brother usually walks to school (foot) 2 The view is wonderful when the sun goes down. (sunset) 3 Romanticism started in the late 18th century. (end) 4 I haven't seen him since April. (last) 5 What time did you arrive at home? (get) 6 We eventually changed our mind. (end) 7 When we got there, the film had started. (time) 8 We're going to the supermarket. (way)  Dear Mr and Mrs Rogers, your plane leaves (0) at 10.45 am. You should be (1) the airport (2) time to check in 2 hours before departure, so I suggest you get there (3) 8.45. After checking in you can wait (4) the departure lounge		but today he went there his car.		UK.	
4 The newsagent's is the corner the end of this road.  5 Shall we do the exercise the top of page 12 or the one page 13?  4 Seven of these sentences contain a mistake. Find it and correct it.  1 When I go somewhere by car I usually sit at the front seat		3 When I'm the seaside I prefer lying	8	Our seats are Row 3	the front of the
end of this road.  5 Shall we do the exercise the top of page 12 or the one page 13?  4 Seven of these sentences contain a mistake. Find it and correct it.  1 When I go somewhere by car I usually sit at the front seat 2 While I was at the doctor's I found an interesting article on the newspaper 8 Do you often come to here on Saturday afternoons? 4 He caught pneumonia after standing under the rain all night 10 Greg was at the hospital visiting his grandfather 5 I don't think I'll go to the stadium the next Sunday 1 My brother usually walks to school (foot) 2 The view is wonderful when the sun goes down. (sunset) 3 Romanticism started in the late 18 <sup>th</sup> century. (end) 4 I haven't seen him since April. (last) 5 What time did you arrive at home? (get) When we got there, the film had started. (time) 8 We're going to the supermarket. (way) We the departure lounge for the departure, sol suggest, your plane leaves (0) at 10.45 am. You should be (1) the airport (2) time to check in 2 hours before departure, sol suggest you get there (3) 8.45. After checking in you can wait (4) the departure lounge		the shade.		theatre.	
Seven of these sentences contain a mistake. Find it and correct it.  1 When I go somewhere by car I usually sit at the front seat		4 The newsagent's is the corner the	9	The train Leeds is use	ually late, but today
4 Seven of these sentences contain a mistake. Find it and correct it.  1 When I go somewhere by car I usually sit at the front seat		end of this road.		it's time.	
4 Seven of these sentences contain a mistake. Find it and correct it.  1 When I go somewhere by car I usually sit at the front seat   January    2 While I was at the doctor's I found an interesting article on the newspaper 8 Do you often come to here on Saturday afternoons?    3 Could you wait in the hall, please? I'll be there in a moment 9 There aren't many types of wine in this list    4 He caught pneumonia after standing under the rain all night 10 Greg was at the hospital visiting his grandfather    5 I don't think I'll go to the stadium the next Sunday    5 First Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.    1 My brother usually walks to school (foot)		5 Shall we do the exercise the top of page	10	Hotel guests must hand i	n the keys
1 When I go somewhere by car I usually sit at the front seat		12 or the one page 13?		reception 10.30 at the	latest.
the front seat	4	Seven of these sentences contain a mistake. Find	it and	l correct it.	
2 While I was at the doctor's I found an interesting article on the newspaper.   3 Could you wait in the hall, please? I'll be there in a moment.   4 He caught pneumonia after standing under the rain all night.   5 I don't think I'll go to the stadium the next Sunday.    5 First Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.   1 My brother usually walks to school (foot)   2 The view is wonderful when the sun goes down. (sunset)   3 Romanticism started in the late 18th century. (end)   4 I haven't seen him since April. (last)   5 What time did you arrive at home? (get)   6 We eventually changed our mind. (end)   7 When we got there, the film had started. (time)   8 We're going to the supermarket. (way)   Dear Mr and Mrs Rogers, your plane leaves (0) at 10.45 am. You should be (1)		1 When I go somewhere by car I usually sit at	6	We often spend a week i	n the mountains in
interesting article on the newspaper		the front seat		January	
3 Could you wait in the hall, please? I'll be there in a moment		2 While I was at the doctor's I found an	7	I found a very nice jacke	t in the town
there in a moment			8	Do you often come to he	ere on Saturday
4 He caught pneumonia after standing under the rain all night		3 Could you wait in the hall, please? I'll be		afternoons?	
the rain all night 10 Greg was at the hospital visiting his 5 I don't think I'll go to the stadium the next Sunday  5 First Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.  1 My brother usually walks to school (foot)			9	There aren't many types	of wine in this list.
5 I don't think I'll go to the stadium the next Sunday  5 First Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.  1 My brother usually walks to school (foot)					
Sunday  First Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.  1 My brother usually walks to school (foot)			10		visiting his
First Complete the second sentence so that it has a similar meaning to the first using the word in brackets. You must use between 2 and 5 words.  1 My brother usually walks to school (foot)				grandfather	
brackets. You must use between 2 and 5 words.  1 My brother usually walks to school (foot)		Sunday			
1 My brother usually walks to school (foot) 2 The view is wonderful when the sun goes down. (sunset) 3 Romanticism started in the late 18th century. (end) 4 I haven't seen him since April. (last) 5 What time did you arrive at home? (get) 6 We eventually changed our mind. (end) 7 When we got there, the film had started. (time) 8 We're going to the supermarket. (way)  Dear Mr and Mrs Rogers, your plane leaves (0) at 10.45 am. You should be (1) the airport (2) time to check in 2 hours before departure, so I suggest you get there (3) 8.45. After checking in you can wait (4) the late is proved the supermarked of the supermark in the departure lounge.	5	First Complete the second sentence so that it has	a simi	lar meaning to the first us	ing the word in
2 The view is wonderful when the sun goes down. (sunset) 3 Romanticism started in the late 18th century. (end) 4 I haven't seen him since April. (last) 5 What time did you arrive at home? (get) 6 We eventually changed our mind. (end) 7 When we got there, the film had started. (time) 8 We're going to the supermarket. (way)  Dear Mr and Mrs Rogers, your plane leaves (0) at 10.45 am. You should be (1) departure, so I suggest you get there (3) 8 Romanticism started Romanticism started What time Home We changed our mind We the supermark We the supermark  The film had started We the supermark  The film had started Th		brackets. You must use between 2 and 5 words.			
Romanticism started in the late 18 <sup>th</sup> century. (end)  Romanticism started the 18 <sup>th</sup> century.  I haven't seen him since April. (last)  What time did you arrive at home? (get)  What time home  We eventually changed our mind. (end)  When we got there, the film had started. (time)  We're going to the supermarket. (way)  We the supermarket  First Fill in the gaps with ONE suitable word.  Dear Mr and Mrs Rogers,  your plane leaves (0) at 10.45 am. You should be (1) the airport (2) time to check in 2 hours before departure, so I suggest you get there (3) 8.45. After checking in you can wait (4) the departure lounge		1 My brother usually walks to school (foot)		My brother usually	
Romanticism started in the late 18 <sup>th</sup> century. (end)  Romanticism started the 18 <sup>th</sup> century.  I haven't seen him since April. (last)  What time did you arrive at home? (get)  What time home  We eventually changed our mind. (end)  When we got there, the film had started. (time)  We're going to the supermarket. (way)  We the supermarket  First Fill in the gaps with ONE suitable word.  Dear Mr and Mrs Rogers,  your plane leaves (0) at 10.45 am. You should be (1) the airport (2) time to check in 2 hours before departure, so I suggest you get there (3) 8.45. After checking in you can wait (4) the departure lounge		2 The view is wonderful when the sun goes down. (su	nset)	You have a	
5 What time did you arrive at home? (get) 6 We eventually changed our mind. (end) 7 When we got there, the film had started. (time) 8 We're going to the supermarket. (way)  6 First Fill in the gaps with ONE suitable word.  Dear Mr and Mrs Rogers, your plane leaves (0) at 10.45 am. You should be (1) the airport (2) time to check in 2 hours before departure, so I suggest you get there (3) 8.45. After checking in you can wait (4) the departure lounge		3 Romanticism started in the late 18th century. (end	)	Romanticism started	the 18th century.
6 We eventually changed our mind. (end) we changed our mind. 7 When we got there, the film had started. (time) The film had started arrived. 8 We're going to the supermarket. (way) We the supermark. 6 First Fill in the gaps with ONE suitable word.  Dear Mr and Mrs Rogers, your plane leaves (0) at 10.45 am. You should be (1) the airport (2) time to check in 2 hours before departure, so I suggest you get there (3) 8.45. After checking in you can wait (4) the departure lounge				April was	I saw him.
7 When we got there, the film had started. (time) The film had started arrived 8 We're going to the supermarket. (way) We the supermarket.  6 First Fill in the gaps with ONE suitable word.  Dear Mr and Mrs Rogers, your plane leaves (0) at 10.45 am. You should be (1) the airport (2) time to check in 2 hours before departure, so I suggest you get there (3) 8.45. After checking in you can wait (4) the departure lounge		5 What time did you arrive at home? (get)		What time	home?
8 We're going to the supermarket. (way)  We		경화를 보고 있었다. 아이에 아이에 아이에 아이에 가지 않는 아이에 가지 않는 것으로 되었다고 있다. 그 아이에 가지 않는 다음이 되었다.			
First Fill in the gaps with ONE suitable word.  Dear Mr and Mrs Rogers, your plane leaves (0) at 10.45 am. You should be (1) the airport (2) time to check in 2 hours before departure, so I suggest you get there (3) 8.45. After checking in you can wait (4) the departure lounge		그 그들은 그렇게 되었다면 하면 어떻게 들어가면 가장하면 하면 얼마나 얼마나 얼마나 얼마나 얼마나 얼마나 얼마나 얼마나 먹었다.			
Dear Mr and Mrs Rogers, your plane leaves (0) at 10.45 am. You should be (1) the airport (2) time to check in 2 hours before departure, so I suggest you get there (3) 8.45. After checking in you can wait (4) the departure lounge		8 We're going to the supermarket. (way)		We	the supermarket.
Dear Mr and Mrs Rogers, your plane leaves (0) at 10.45 am. You should be (1) the airport (2) time to check in 2 hours before departure, so I suggest you get there (3) 8.45. After checking in you can wait (4) the departure lounge	6	First Fill in the gaps with ONE suitable word.			
your plane leaves (0) at 10.45 am. You should be (1) the airport (2) time to check in 2 hours before departure, so I suggest you get there (3) 8.45. After checking in you can wait (4) the departure lounge	0	00			0
your plane leaves (0) at 10.45 am. You should be (1) the airport (2) time to check in 2 hours before departure, so I suggest you get there (3) 8.45. After checking in you can wait (4) the departure lounge	De	ear Mr and Mrs Rogers,			
	yo	our plane leaves (0) at 10.45 am. You should be (1) th			
1 10 11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1					
(5) the ground floor, until you see the gate of your flight (6) the screens that you'll find throughout the			nt (6)	the screens that you'll f	nd throughout the
airport terminal.  Then you should go (7) the boarding gate. If you get there early you can have something to eat or drink			ere earl	y you can have something to eat	or drink
(8) one of the cafeterias near the gate, but remember you'll be served food while you're (9) the plane.				등의 등의 전에 전혀 되었다. 그런 경기를 하나 하는 사람이 되었다면 하는데	
When you arrive you'll have to collect your baggage and then go through customs and passport control. A taxi will be waiting	1.2011.3	1.5 <del></del>			
for you outside the terminal and you'll be driven to your hotel, which is (10) 98, Pearse Street.					700
If you walk down Pearse Street you'll reach the Liffey River: there are plenty of restaurants and pubs (11) the river,	1111111111	[편] 2. 전 10 전 10 전 12 (2. 전 10 전 1			
where you can have lunch. There's plenty to see (12) the centre, but I also recommend going (13) a trip to Belfast or Galway, as it will take less than 3 hours to get (14) if you travel (15) coach.		HONE HONE HONE HONE HONE HONE HONE HONE		[HELD CONTROL	

# Prepositions with nouns, adjectives and verbs 36

	IN							
adjectives	<ul> <li>interested in a subject (= keen on / fond of)</li> <li>skilful / skilled in (= good at)</li> </ul>	<ul> <li>rich in calcium, imagination, etc</li> <li>proficient in a subject / English</li> </ul>						
verbs	<ul> <li>believe in God or ghosts</li> <li>confide in (= trust)</li> </ul>	<ul> <li>result in (= lead to)</li> <li>specialise in a subject or field</li> </ul>						
nouns	<ul> <li>in advance</li> <li>in charge of / in search of</li> <li>in love / in pain / in debt / in cash</li> </ul>	<ul> <li>in pencil / in ink / in capital letters</li> <li>increase / rise / growth in unemploymen</li> <li>decrease / fall in the number of</li> </ul>						
ON								
adjectives	<ul> <li>based on a true story, a fact</li> <li>bent on doing sth (= determined to do)</li> </ul>	<ul> <li>dependent on (≠ independent of)</li> <li>keen on (= fond of / interested in)</li> </ul>						
verbs	<ul> <li>agree on (or: about) a point</li> <li>comment on a film / a book</li> <li>depend on the weather or sb you trust</li> <li>focus / concentrate on a task</li> </ul>	<ul> <li>live on (= earn money thanks to)</li> <li>rely on sb you trust (= depend on)</li> <li>spend money / time on</li> <li>spy on</li> </ul>						
nouns	<ul> <li>on air (broadcast)</li> <li>on average</li> <li>on business (= for work)</li> </ul>	<ul> <li>on drugs (= taking drugs)</li> <li>on purpose (≠ by mistake)</li> <li>on sale (cheaper than usual)</li> </ul>						
BY								
adjectives • surprised / shocked / amazed by (or: at)								
verbs	• increase / decrease by 10% / by 5 points (showing difference)							
nouns	<ul> <li>by chance / by mistake / by accident</li> <li>by credit card / by cheque (≠ in cash)</li> <li>by hand (delivery or handicrafts)</li> </ul>	<ul> <li>by sea / rail / air (shipments)</li> <li>by heart (memorised)</li> <li>by the kilo / by the pound / by the doze</li> </ul>						
FOR								
adjectives	famous / known for     late for work / school	<ul><li>responsible for</li><li>suitable for</li></ul>						
verbs • stand for (= mean, represent) • leave for a destination / wait for the bus		<ul> <li>pay for a drink (but: pay a bill, a fine</li> <li>seek for / search for / look for</li> </ul>						
ouns  demand / need for cheque for reason for		<ul> <li>for pleasure (travelling)</li> <li>for sale (≠ on sale)</li> <li>for a change</li> </ul>						
AT								
CONTRACTOR AND ADDRESS OF THE PARTY OF THE P	<ul> <li>good / hopeless / brilliant at (ability)</li> </ul>	• skilful / proficient at doing sth (in sth)						
adjectives								
adjectives verbs	<ul> <li>aim / point at</li> <li>laugh at (scornfully)</li> </ul>	<ul> <li>look / glance / stare at</li> <li>shoot / throw / shout at (aggressively)</li> </ul>						

	WITH					
adjectives	<ul> <li>crowded / packed with (= full of people)</li> <li>disappointed / bored / fed up with</li> <li>familiar with / acquainted with</li> </ul>	<ul> <li>impressed with (or: by)</li> <li>popular with (= liked by)</li> <li>satisfied / pleased / delighted with</li> </ul>				
verbs	<ul> <li>burst with pride / joy / anger / laughter</li> <li>deal with customers, a topic, a problem</li> </ul>	<ul> <li>fill with</li> <li>provide / supply sb with sth</li> </ul>				
nouns	• relationship / connection / contact with (	also: between)				
	OF					
adjectives	<ul> <li>aware of ≠ unaware of</li> <li>capable of ≠ incapable of</li> <li>full of / guilty of</li> <li>jealous / envious / suspicious of sb</li> <li>nice / kind / silly of you to (behaviour)</li> </ul>	<ul> <li>proud of ≠ ashamed of</li> <li>short of money/time</li> <li>sure / certain of (or: about)</li> <li>tired of</li> <li>typical of</li> </ul>				
verbs	consist of     die of	<ul><li>approve of</li><li>dream of (= wish to do / plan)</li></ul>				
nouns	advantage / disadvantage of	cause of / in search of				
ABOUT						
adjectives	<ul> <li>crazy / mad about</li> <li>happy / excited / enthusiastic about</li> </ul>	<ul><li>puzzled about (or: by)</li><li>worried / upset / nervous about</li></ul>				
verbs	worry about	dream about (sth at night)				
nouns	discussion / essay / book about a topic					
	FROM					
adjectives	different from (or: to)					
verbs	<ul> <li>differ from (be different from)</li> <li>protect sb from</li> <li>refrain from smoking</li> </ul>	<ul> <li>stem / derive from an origin</li> <li>stop / prevent from happening</li> <li>suffer from a disease</li> </ul>				
	то					
adjectives	<ul> <li>accustomed to</li> <li>addicted to</li> <li>allergic to ≠ immune to</li> <li>attracted to</li> </ul>	<ul> <li>kind / nice / cruel to (attitude)</li> <li>identical / similar / inferior to</li> <li>married / engaged to</li> <li>sensitive to</li> </ul>				
verbs	<ul> <li>explain to</li> <li>listen to / write to</li> <li>object to</li> </ul>	<ul> <li>prefer sth to</li> <li>shout / throw to (without aggression</li> <li>speak / talk to (or: with)</li> </ul>				
nouns	attitude to     damage to	<ul> <li>key to a door / solution to a problem</li> <li>reply / answer to</li> </ul>				

### Nouns / adjectives and verbs followed by more than one prepositions

- angry / annoyed with sb about sth / for doing sth → He was angry with Jane for being late.
- sorry about sth / for doing sth → I'm sorry about the delay / for being late.
- talk / speak to (or: with) sb about sth → Can I talk with you about this thing?
- apply to a company for a position → He applied to British Airways for a job as a pilot.
- thankful / grateful to sb for sth → I am grateful to you for sending me the documents.
- argue with somebody about something  $\rightarrow$  I often argue with him about the mess in his room.

,	Verb	s changing n	neaning	according	to the pr	eposition				
	car car tak hea hea thin thin	e about (= co e for (= like/o e care of (= le ar about (= le ar of = know o ar from = reco nk about → lo nk of (= plan)	onsider in would like ook after about that sthe eive new what are in a like	mportant) - ke) → Would er) → Can yout) → Did yout or sb exists vs from sb - e you thinking of	→ I really ld you car you take c you hear a → I've ne → I hope t ng about? buying a	care about the for a drive the of the least the early to hear from the new car.	nk? kids while I' urthquake? of her. n you soon.		ops?	
1	Mat	tch the adject	ives on	the right (1-	-8) to the	preposition	is on the lef	t (a-h).		
	1	accustom		4 D plea			a with		d to	
	2	keen		5 wor	ried		<b>b</b> of		e on	
	3	☐ hopeless		6 🗌 pro	ud		c abou	t	f at	
2	Cor	nplete the fol	lowing	definitions	with the	missing wo	rds.			
		about responsible	at(x2) bu		" at 3"		on(x3) full	to interes	with(x sted	(2) pay
	3	When you tra on a If you are the sales in a cor sales departn A place is par of pe If you are late haven't arrive You are profit you are brillia	nd not person pany yenent. cked people. e dthere cient person per	in charge _ ou are _ peopl school it a lang	for the when it means you ne.	7 e s 8 u 9	you have to usual. If you are a you If you are b you aim	of it. ething is _ oddicted _ on them ent _ taking	sale or it is lov slee to sleep v revenge ng revenge _ somethir	e the price wer than eping pills well. it means
3	Fill	in the gaps v	vith the	correct wo	rds from	the box be	low.			
		at	for	from (x2)	in	of (x4)	on t	o (x3)	with (x2)	
		I have to apo being late.		AUGIST SEELEN			I feel ashar	behave li	ke that	
		John Keats su consum Portuguese di	nption _	the age	of 25.		Hip Hop is but my dat of music.	ighter isn't		72

4 I'm angry \_\_\_\_ my brother because he's

5 I had to shout \_\_\_\_ my uncle because he

always so rude \_\_\_\_ me.

was a bit hard of hearing.

8 I don't approve \_\_\_\_ people who drive and

drink because they put others \_\_\_\_ danger.

### 4 First Fill in the gaps with ONE suitable word.

Dear Ms Smith, I would like to apply (1) \_\_\_\_ the position of receptionist at the Apple Tree Hotel advertised (2) \_\_\_\_ the Sunday Times. I am very interested (3) \_\_\_\_ filling this position as I am familiar (4) \_\_\_\_ it and impressed (5) \_\_\_\_ what I have heard (6) your hotel. I feel that I am the ideal candidate for this position based (7) \_\_\_\_ my education and past experience working as a receptionist for several companies. As you will see when you review my CV, I have extensive background experience working in offices and as a receptionist: I am very good (8) \_\_\_\_ organising my work and I feel (9) \_\_\_\_ ease working in a busy office environment. Moreover, I am accustomed (10) \_\_\_\_ dealing (11) \_\_\_\_ people in general. In my last position at the JBC Corporation I served as a receptionist in a very busy sales department where I was responsible (12) \_\_\_\_ scheduling meetings, answering the phone and greeting clients. I am ready to begin immediately and would appreciate an in-person meeting with you. I thank you (13) advance for taking the time to read my letter and CV and do sincerely hope to hear (14) \_\_\_\_\_ you as soon as it is convenient for yourselves. Yours sincerely, Pamela L. White

5 Listen to the speaker illustrating the chart below and underline the correct word in brackets to complete the text.

The chart shows the changes 1 (of / in / for ) the annual market share of four hi-tech products 2 (of / on / over) a period of 4 years. Overall, there has been a steady growth 3 (in / of / on) the sales of smartphones and tablets, whereas the total amount of PCs on the market dropped 4 (in / by / for) 20%.

The strongest product category appears to be the smartphone sector, which has increased 5 (by / of / from)



55% at the beginning of the period to 60% in 2015: the sales of this product are expected to increase 6 (in / to / by) 5 more points in 2016 and reach a market share of 70% in the following year.

Tablet sales show a trend that is similar 7 (at / with / to) smartphones: in 2014 the market share of this product was only 10% but it is expected to grow 8 (by / in / to) 5% in 2016 and remain the same over the next year. The forecast is based 9 (for / on / in) the fact that in 2015 the tablet sector held 13% of the market.

By contrast, there was a dramatic decrease 10 (in / on / by) desktop PC sales, which dropped from 15% 11 (by / of / to) 10% in 2015. Demand 12 (of / in / for) this product will lose 2 more points in 2016 and it is estimated that 13 (in / at / by) 2017 the desktop market share will be one third of the 2014 figure.

The portable PC market share shows a less dramatic decrease, starting from 20% in 2014: in 2015 it decreased 14 (by / in / from) 3% and it is expected to lose 5 more points in the following year. The 2017 portable PC sales are expected to be half the share they had at the beginning of the 4-year period.

6 40 Listen to the recording again and write the percentages where it is missing in the chart.

### Collocations

- Verb-noun collocation refers to the correct way of matching verbs and nouns in fixed expressions. Apart from a few general guidelines, most verb-noun collocations are based on usage rather than rules.
- Do is used when talking about actions in general and it is typically used with
  everyday activities ending with -ing as in do the shopping or do the washing up;
  sports done in a gym as in do aerobics or do karate;
  activities involving work or a task to complete.
- Make is used when there is a practical result of the action or when it means to produce or manufacture as in make a cake or make dinner (the result of cooking).
- Have is normally used when the activity involves food or drink intake as in have breakfast or have some tea.
- Take often substitutes have when the expressions are used in American English (see expressions with an asterisk \*), but it is also found in many other fixed collocations.

DO	N	MAKE	HAVE	TAKE	
(sb) a favour a (good) job an exercise an experiment an operation (on) a test (or: take) a course good / harm one's duty one's best one's homework business (some) practice (some) research something the chores	a change a choice a complaint a decision a difference a discovery a fuss a journey a list a living a mess a mistake / error a move a noise a phone call a plan	a wish amends an apology an application an appointment an attempt an effort an exception an excuse an investment a speech (or: give) arrangements contact (with sb) fun of sb friends (with) notes (or: take)	an argument a bath * a break * a chat a cigarette a dream an experience a great time / fun a holiday / trip an interview a look * a nap / some rest * a party (or: throw) a seat * a shower * a swim	a bow a break a breath a day off an exam (or: sit) a message an opportunity a photo / picture a risk a step a taxi (or: get) action advantage (of) care of sb charge notice	
the dishes the housework the laundry well (in a subject) badly (in a subject)	a profit / a loss a promise a reservation a suggestion a try (or: give)	progress / headway money one's bed peace / war / love sense / sure	a trip * a vacation * a walk * a word with sb in common	part (in) place pride in sth revenge turns	

 Get may have several meanings according to what follows the verb: it can mean the same as become, or it can means receive / take / obtain or arrive in a place.

GET = become (reflexive function)	GET = obtain / take / receive	GET = reach / contact
get ready / started / dressed	get a job	get home
get engaged / married / divorced	get a shock / the impression	get here
get late / dark	get permission	get there
get lost	get fired / the sack	get to the station
get worried / angry / upset	get a good mark	get in touch (with)

- Some phrases may take different verbs and mean different things:
   Impression → you can make a good or bad impression on someone when you first meet them, but you do an impression when you imitate one's gestures and voice.
- Time → You have time if you aren't busy, but you make time for something or someone if you voluntarily
  find time to do something; if something takes time it means it lasts for some time; if you take your time it
  means you can do things without any haste; finally, you do time when you are in prison for a period.
- Chance → you have a chance when something unexpectedly good happens to you, but you take a
  chance when you take advantage of the opportunity given and you miss the chance if you don't.
- Mind → You decide to do something when you make up your mind, but you can change your mind about it.

#### Other common verb-noun collocations

- Pay → pay a visit / pay a call on (= visit) / pay attention / pay a compliment / pay your respect
- Come → come to an agreement / a decision / an end / a standstill come true come alive
- Catch → catch fire / catch a cold / (the) flu catch someone's attention catch a bus catch sight of
- Achieve → achieve a goal / achieve a dream / achieve success / achieve a result
- Call → call in sick (not go to work) call a meeting / an election call a strike
- Miscellanous → break a rule / a promise / e record cast a spell commit suicide drive sb crazy fall asleep / in love with give it a try / a go go on a trip / skiing / mad hold office / a meeting / hands join a club / the army lay the table / an egg light a fire meet one's needs pack a suitcase place an order raise money / a family score a goal / a point set an alarm start or kill an engine wage a war

### Verb-noun collocations that are easily confused

- You say goodbye / a prayer but you tell a lie / the truth / the time / the difference, you talk nonsense but you speak a language
- You gain weight / access (to) / importance / strength / momentum / confidence / control, but you earn money / a reputation / respect and you win a prize / a competition / a war
- You can waste time / money, but you miss a train / a lesson / the point / the chance and you lose weight / a game / a job / control / the way / your temper / confidence / touch (with)
- · You press a key but you push a button and you switch / turn on and off the light

1	Ma	Match the parts of the sentences on the right (1-6) to the ones on the left (a-f).									
	1	☐ I'd like to make	а	a test the follo	owing day.						
	2	☐ I suggest you take	b	a bow to than	k the audience.						
	3	<ul> <li>Cindy started crying because she'd had</li> </ul>	С	well in a univ	ersity exam.						
	4	At the end of the play the actors took	d	a deep breath	and relax before the show.						
	5	☐ This book will help you to learn how to do	е	an appointme	ent with Doctor Robinson.						
	6	Josh was studying because he had to take		a nightmare.							
2	Un	derline the correct verbs.									
	1	Excuse me can I make / do a phone call? I need t	to tak	e / get in toucl	h with my parents.						
	2										
	3										
	4										
	5	My mother makes / takes a lot of noise when she makes / does the chores.									
	6	I take / do judo three times a week and I often take / make part in competitions at weekends.									
3		Complete the second sentence so that it has a sackets. You must use between 2 and 5 words.	simila	r meaning to t	he first using the word in						
	1	There's no hurry. Please don't rush.(time)	Ther	e's no hurry. Y	'ou can						
	2	My brother and I are completely different. (common)									
	3	I said hello but she ignored me. (notice)	I sai	d hello but she	of me.						
	4	He lost the job because he was always late. (sack)			because he was always late.						
	5	Has your sister decided yet? (mind)	Has	your sister	yet?						
	6	Our trip to Singapore was great fun. (time)			on our trip to Singapore.						
	7	I wish my English were improving. (progress)	I wis	sh I	my English.						
	R	He tried not to laugh when he saw the man (effort)	Ho		laugh when he saw the mar						

4 Read the definitions and write the correct verb-noun collocations from the box. You can use the verbs more than once.

		am	ends	catch an in	do pression		make fire		journey	sight	of		
	1 2 3	having ca	used	_: comp injury o _: start : focu	s on somet	neone a	fter	5	and gestu	ires egative	: do :	something t or be da	that may ngerous of something
5	41	First Y	ou wi	ll hear	a professo	sugges	sting wh	at to	do to pre	pare f	or an	exam. Co	mplete the
	foll	owing no	tes w	ith the	missing we	ords.							
	to I You You of t	earn the so can also should d he main p t relax on	ubjec (4) _ o mar ooints	t when y ny (5) if you a	you start st _ some reso w re preparin	udying i earch or hen you g for an	it. In the Intuition are studied in the Intuition of the	ernet dyin	to improv g for a wri	e your tten tes	knov st and	vledge of a	asier for you topic. a list r talk with a
6	Fire	The second second second			to fill in th								
	1												company.
	2	Don't			time in cl				and the second second				ords.
	3				ct by being						-		
	4				_my tempe					d to ke	eep c	alm with I	(Ids.
	5				the chance								
	6 7				_ 10 kilos s								
	8	_			pression he You must					oo!			
	0.7810		51050000000				, mensem 1, n.m. n	,	,	40000			
	1	A gain	B	nave	C make	D ach	nieve		No. of Lot				DY CALL
	2	A lose	Bv	waste	C miss	D tak	e			100	- 5	1 1	DITTO IN COLUMN
	3	A won	B t	ook	C gained	D ear	rned				6		
	4	A miss	ВІ	ose	C waste	D lea	ve				W		0
	5	A lose	B t	ook	C had	D mi	ssed				1		3
	6	A got	Βv	won	C lost	D wa	sted				SV		
	7	A get	B r	nake	C do	D giv		-			7		
	8	A take	В g	get	C make	D do						1	

### Phrasal verbs (1)

Phrasal verbs have a **verb + preposition / adverb structure** that often changes the original meaning of the root verb (e.g. **get ≠ get up**). Sometimes they can take two prepositions (e.g. **look forward to**). They are used extensively to express a lot of actions in everyday English and are best learnt **in small groups** by **using them in context** with as many examples as possible.

They can be **separable** if the verb and the preposition can be separated, or **inseparable** when they must be kept together. In **separable** ones you can choose which form to use if the object is a noun but **you must separate them with pronouns**. Look at the examples:

**Separable (S)**  $\rightarrow$  (with nouns) Can you pick up the kids at 7? **OR** Can you pick the kids

**up** at 7?

→ (with pronouns) Can you pick us up at 7? (always between verb and

preposition)

Inseparable (I) → (always together) I take after my mother. (not: I take my mother after)
In the following list the inseparable verbs have an asterisk \*. For other verbs + prepositions see
Unit 36.

Cint 50.		
GET	get on / off a bus / a train / a bike (=board) get into / out of* a car / a room (=board / enter) get on well with / get along with* my mates (=have a good relationship with) get back* from a trip (=return) get round to* doing sth (=manage to do)	get over* a problem / an illness (=recover from) get away* for a holiday (=go on holiday) get away with* the jewels / a fine (=escape / be punished lighly) get back at* an enemy (=take revenge on) get by* (=manage financially)
LOOK	look back* in time (=think about the past) look for* my glasses (=search) look round* a building (=inspect) look like* an actor (=resemble) look out* (=be careful)	look forward to* an event (=be eager to do) look up a word (=search in a directory) look up to* a person (=admire) look down on* a person (=despise) look into* the subject (=investigate)
PUT	put on clothes (=wear) / a show (=present) put off a meeting (=postpone) put out a fire (=extinguish) put up a tent / a painting (=erect / hang) put up with* an annoying person (=tolerate)	put forward a proposal (=suggest) put in a request (=make a request) put away books (=put in the right place) put up a friend (=give food and a bed) put through to a person (=connect by phone)
GO*	go out at night (=spend time out) go out with a girl (=date someone) go off (=be too old to eat)	go over a lesson (=revise) go ahead (=keep doing something) go on talking (=continue)
TURN	turn on / off (or out) the PC (=switch) turn up / down the TV (volume) turn down an offer (=refuse)	turn up* at a party (=arrive) turn into* a different thing (=transform) turn out* to be (=be in the end)
TAKE	take up gardening (=start a hobby) take down notes / a tent (=write / ≠ put up) take over a business (=conquer / start to manage something)	take off* (=start flying or having success) take off your hat (=remove) take on a responsibility / a new secretary (=assume / hire)
COME*	come across an old photo (=find by chance) come into a lot of money (=inherit) come in handy (=be useful)	come round for dinner (=visit one's home) come down with the flu (=catch an illness) come up with an idea (=think - solution)
BREAK	break up* (=separatel divide) break into* a house (=enter illegally)	break down* (=stop working) break out* (=wars and epidemics)

### Other common phrasal verbs

bring up a son / a subject (=raise/mention) – bring about the recession (=cause to happen)
call back (=phone later) – call off a match (=cancel) – call on\* a friend (=visit)
cut in\* (=interrupt) – cut off\* (=isolate – separate) – cut down (on)\* cigarettes (=reduce)
do away with (=eliminate) – do without (=manage without) – do up a flat (=redecorate / repair)
drop off (=leave somewhere) – drop by/in\* (=visit) – drop out of school (=leave without finishing)
fall down\* the stairs – fall off\* the bike / a bridge – fall out\* of a pocket – fall out with\* sb (=argue)
give up smoking (=stop) – give in\* (=surrender / agree to do) – give back a CD (=return something)
hang out\* with friends (=spend time with) – hang up\* (=end a phone call) – hang on\* a minute
(=wait)

make up a story (=invent) - make (it) up after a quarrel (=be friends again) - make out
(=understand)

pass out\* (=faint) – pass away\* (=die) – pass down to your children (=transfer to next generation)
pay off a loan (=finish paying or be profitable in the end) – pay back (=return money or take revenge)
pick up from school (=collect) – pick up a language (=learn easily) – pick out a colour (=choose)
run into\* a person / a tree (=meet by chance / collide) run out\* of food (=finish / have none left)
stay in\* (=stay at home) – stay up\* late (=be awake) – stay away from\* (=avoid being involved)

#### Note!

The phrasal verbs listed above are just a few compared to the existing large quantity. Remember that many phrasal verbs may have more than a meaning depending on context.

- Underline the correct verbs.
  - 1 They got on / into the taxi and left.
  - 2 Please, put out / into your cigarettes before boarding the train.
  - 3 I took / got up photography many years ago.
  - 4 When did World War I break out / go ahead?
  - 5 Excuse me, could you put me through to / up with the Sales Manager, please?
- 6 I ran into / came across Bob on my way home.
- 7 If you don't know the word look for it / it up in the dictionary.
- 8 You'd better go on / over your essay before handing it in.
- Complete the following sentences using pairs of phrasal verbs (in the correct tense) with opposite meaning. Look at the example.

break up come down drop off fall out get off get on go out(x2) pick up stay in look down look up make up put on take down take off put up Last week we got on the train in Paris and we got off in Rome 1 Yesterday I \_\_\_\_ all the posters of singers that I had \_\_\_\_ when I was 15. with my brother some years ago but we \_\_\_\_\_ after a few months. I \_\_\_\_\_ with Cindy for 3 years but we \_\_\_\_\_ when she went to Stanford University. Ann usually \_\_\_\_\_ her daughter from school at 4 and \_\_\_\_\_ (her) at the gym at 5. You have to \_\_\_\_\_\_ your shoes and \_\_\_\_\_\_ slippers in Japanese homes. 5 I don't feel like \_\_\_\_\_\_ tonight: I'm too tired so I'll \_\_\_\_\_\_. I \_\_\_\_\_ with pneumonia last August and I \_\_\_\_\_ it after a month. 7 Many teenagers \_\_\_\_\_\_ to celebrities but they tend to \_\_\_\_\_\_ on ordinary people.

3	Re	write the sentences replacing the nouns wi	th the pro	nouns.					
	1	You must call back Susan this afternoon.							
	2	My grandma passed down these diamonds	to me.						
	3	I've put up with Matt since he was born.							
	4	Have you paid off your mortgage?							
	5	I had to give up smoking to improve my hea	alth.						
	6	The police are looking into the murder.	-						
4	117	rito a suitable phrasal work with two differs	nt mooni	ngs in the gans					
4	vv	rite a suitable phrasal verb with two difference							
	1	I've never	-	ling band since I					
		Has the plane	yet? No, departure's at 9.10.						
	2	Why did you this		e again?					
		Few parents	their chil	dren strictly now	vadays.				
	3	When Bob	the confe	erence had just s	tarted.				
		Mr Ericson	the radio	when he heard	about the kidnapping.				
	4	My brother	the job h	e was offered be	cause he didn't like the boss.				
		Have you		ng? It's freezing					
	5	Brenda doesn't			he wants to move out.				
		Come on,		ooter: we're going to the lake.					
	6	1000	Monnes	wa wait in					
6 They managed to   with Mrs Rogers' jewellery   for the weekend: I need a h									
		1 d like to	ioi the w	eekena. I need a	i nonday.				
5	Fir	st Complete the second sentence so that it h	nas a simil	lar meaning to th	ne first using the word in				
	bra	ickets. You must use between 2 and 5 words	S.						
	1	I'm sorry: the printer is out of order. (broke	n)	I'm sorry: the pr	inter's .				
	2	His story can't be true. (made)		He must the stor					
	3	What caused the change? (brought)		What was b					
	4	Why don't we get rid of all this junk? (do)			all this junk.				
	5	Don't mess up with those people. (stay)		You'd					
	6	When I saw all that blood I lost consciousness	. (passed)	Ϊ	as I saw all that blood.				
	7	Why don't you have lunch at my place? (ro	und)	Why don't	lunch?				
	8	You shouldn't eat so many sweets! (cut)		If I were	on sweets.				
6	642	First Liston to 6 speakers and answer of	ch avocti	on with A D or	C Voy will listen to the				
U	TO	First Listen to 6 speakers and answer eacording twice.	ich questi	on with A, b or	C. Tou will listen to the				
		1000 Telescope (1000 Telescope		Th					
	1	The woman says that	4	The man says					
		A there aren't enough eggs.			ed to buy the house after 6 months.				
		B there are no eggs left.			corated the house for 6 months.				
	-	C there are more eggs than cheese.	-		the house built in 6 months.				
	2	The man	5	The girl is sad					
		A is glad he finished university.			has been cancelled.				
		B was hired by a company after graduating.	•	Shirt of the state	t be able to go to the party.				
	2	C didn't get a degree.			ed the party on Friday.				
	3	The woman says	6		alking about someone who has				
		A a friend phoned her unexpectedly.			of money though her salary's low.				
		B she visited her friend after a long time.	•		makes her earn a lot of money.				
		C her friend dropped by.			a lot of money and won't				
4				need to v	vorry anymore.				

## Phrasal verbs by preposition

 Phrasal verbs can also be grouped according to the prepositions they take, which often have special functions. Apart from literal meanings, as in stand up - lie down - turn around - come back, these prepositions may share common functions in several phrasal verbs: for example, UP often refers to completing an action (eat up - use up) or to an improvement (cheer up - brighten up); OFF indicates separation, moving apart or interruption of an action ( $take \ off - get \ off - turn \ off$ ); **OVER** indicates the end of something or changing position (get over – turn over – come over). • In several cases the phrasal verb changes its meaning according to the idiom containing it: this often happens with the **verb BE**. Here's a list of examples of phrases with BE + prepositions: → What's up? (=What's happening?) – Time is up. (=the time for something has expired) up→ I wonder what the kids are up to. (=plan to do – often something secret or wrong) up to He's not up yet. (=still in bed) - It's up to you. (=you decide / you have to do it) → What film is on at the Odeon? (=being broadcast on TV or at the cinema) on → I'll put up a show: who's in? I'm in. (=agree to take part) – He's not in. (=be at home) in → Are you into astrology? – He's into rock music. (=be an expert or fond of) into → They're out on a trip. (=be absent from a place) – School is out. (=school has finished) out → We're out of butter. (=have no more left) – This printer is out of order. (=not working) out of → The film is over. (=finished) – He dumped me, but I'm over him now. (=have recovered) over over with  $\rightarrow$  I'm not over with my homework. (=have finished) off → I'm off home. – We were off to the airport. (=be going somewhere – depart) ask sb out (=ask sb to go out with you) point out (=remark on, underline) sort out a problem / the laundry / the post carry out a reform / a survey / an (=solve / arrange according to category) experiment (=accomplish / perform a task / rule out an option (=eliminate, prevent) complete) stand out\* in the crowd (=be very different) cross out a word (=delete) OUT die out\* (=become extinct, fade away) storm out\* (=leave a place angrily) find out about something (=discover) wear out (= tire sb / use something to the end) figure out a problem (=understand / solve) work out a plan/problem (=accomplish, hand out a leaflet (=pass papers to people) solve) leave out (=omit / not include) work out\* at the gym (=train / practice) back up a colleague/theory (support / prove) live up to\* (=prove as good as expected) brush up your English (=review a language) speak up\* (=speak louder or without fear) catch up on\* news / work (=update one's set up a company / a meeting / a person UP information / cope with backlog at work) (=establish / organise / falsely incriminate) catch up with\* sb (=join or reach / update) sum up an article (=shorten, abridge) build up a business / hope (=strengthen) hold up a bank (=rob wih weapons) break down\* (=collapse psychologically) lie down\* on a sofa (=rest horizontally) pull down a building (=demolish) burn down a house (=destroy by fire) calm down\* (=relax) run down (over) a person (=hit with a vehicle) DOWN close down a company (=cease operation) slim down\* (=lose weight) let down your parents (=disappoint) track down a fugitive (=find by pursuing) go off\* (of a bomb = explode) set off (or: out)\* on a trip (=leave) hit it off (=get on well immediately) set off an alarm (=make sth ring or trigger) OFF see sb off (=say goodbye when one's leaving) show off\* (=boast or display proudly) fill in a form (=complete all the parts) join in with a group (=feel to be part of) fit in\* with a group (=feel to be part of) let in the dog (=allow someone to enter) IN hand in an essay (=submit / deliver) turn in a thief (=report to the police) name after\* a king (=give the same name as) go / run after\* a killer (=chase / try to catch) AFTER look after\* a baby (=take care of) take after\* your mother (=look like a relative)

OVER pull over run sb ov

move over\* (=move aside to create space)
pull over (=for cars to draw aside and stop)
run sb over (=knock down with a vehicle)

stop over\* in London (=break a journey)
talk sth over (= talk about sth after thinking)
think sth over (=consider, ponder)

h based on last year's statistics.

### Pairs of phrasal verbs with opposite meaning

come up\* (=rise) - go down\* (=set)

- → Tomorrow the sun comes up at 7.12 and goes down at 5.10.
- warm up (=make or become warmer) cool down (=make or become colder)
- → We usually warm up before running and cool down when we stop.
- speed up (=accelerate) slow down (=decrease one's speed)
- → If you speed up you go faster, if you slow down you go more slowly.
- check in / into (=register) check out / out of (=leave a hotel)
- → The Smiths checked into the hotel yesterday afternoon and checked out this morning.
- \* = Inseparable phrasal verbs / sb = somebody / sth = something
- 1 Match the parts of the sentences on the left (1-8) to the parts on the right (a-h).
  - a unless we protect this endangered species.

    They set up the firm last year:

    The film didn't live up to our expectations

    I take after my father

    I'm sure they'll die out

    Don't be afraid to speak up:

    The research has been carried out

    a unless we protect this endangered species.

    b but my brother is very different from him.

    I'll back you up.

    b but my brother is very different from him.

    I'll back you up.

    b but my brother is very different from him.

    I'll back you up.

    b but Annie loved it.

    g it can't have closed down.
- 2 First Choose A, B, C or D to complete the sentences.

The police are going after

1	Luke and I it off in	nmediately: we enjoyed the sam	ne films and loved the same kind of music.			
2	My cat was run	by a car last week but fortunately it didn't get hurt.				
3	Detective Anderson has	out the possibility that M	Ir Lewis was involved in the scam.			
4	It is estimated that 300,0	000 companies have closed	due to this year's recession.			
5	The Pilgrim Fathers	out for the New World on a	ship called 'Mayflower'.			
6	As soon as the alarm	off everybody left their flats	s and rushed down the stairs.			
-	TI 1: 1.1					

- 7 The police \_\_\_\_\_ Jake over to test him for alcohol.
- 8 Please, move \_\_\_\_: I'd like to sit in the couch, too.
- 9 The moon \_\_\_\_ up from behind that hill last night.
- 10 Mrs Kendall \_\_\_\_\_ out of the office threatening to sue the company.
- A went B took C hit D saw C on A off D out B over A ruled B sorted D left C set A up B off C down D over A left B took C went D set A got B went C took D let A stopped C ran D pulled B moved A over C up D in B away B went 9 A got C came D set A crossed D stormed 10 B sorted C watched

3	Substitute the underlined parts using suitable expressions with	BE + prepositions.	Change the
	tense when necessary.		

- 1 Linda's been behaving in a very strange way: I wonder what she's planning to do.
- 2 The match had finished so all the spectators started leaving the stadium.
- 3 I'm sorry, I don't know who the Beach Boys are: I don't know much about the Sixties.
- 4 Hello, is anybody at home?
- 5 The lift has broken down: we'll have to climb the stairs.
- 6 We'll be going to the station at 3pm tomorrow.
- 4 First You will hear five people saying something. Choose from the list A-H what each speaker says. There are three extra letters that you do not need to use.
  - A We have to catch up on things.
  - B I need to brush it up.
  - C She reported him to the police.
  - D I didn't get on well with her.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

I speak German with him every day.

I expected it to be better.

F I didn't fit in with the other guys.

G I had a coffee with her last Saturday.

5 Write the missing sentences under each of the four pictures.









- A Drive sober or you'll get pulled over.
- B Departing guests must check out before noon.
- C Jane let the cat in and he ate her lunch.
- D Private Property: Keep off the grass!

# Word formation: adjective suffixes

- English adjectives are formed by adding a suffix to the root, which is often a noun or a verb.
- There is no simple rule for understanding which suffixes to add to a noun or verb, but there are common patterns, which often depend on the origin of the word (Old English, Latin, French, Greek, etc).
- · Sometimes the same root can give several adjectives with different suffixes meaning different things.

suffix	meaning / usage	adjectives from roots that are mostly nouns			
-ISH		Poland → Polish	England → English	Denmark → Danish	
-ESE	from a country or	Genoa → Genoese	China → Chinese	Portugal → Portuguese	
-AN		Italy → Italian	Korea → Korean	Africa → African	
-1		Israel → Israeli	Kuwait → Kuwaiti	Pakistan → Pakistani	
-FUL	rich in, full of	care → careful	use → useful	hope → hopeful	
-AL		use → usual	person → personal	influence → influential	
-IC	valated to	hero → heroic	science → scientific	optimist → optimistic	
-ICAL	related to	physics → physical	history → historical	whim → whimsical	
-ARY		order → ordinary	custom → customary	image → imaginary	
-ү		noise → noisy	mist → misty	sleep → sleepy	
-ous	having	poison → poisonous	danger → dangerous	marvel → marvelous	
-LY	that	order → orderly	life → <i>lively</i>	coward → cowardly	
-SOME	quality	awe → awesome	loath → loathsome	quarrel → quarrelsome	
-ISH		snob → snobbish	sheep → sheepish	child → childish	
suffix	meaning / usage	adjectives	from roots that are mostly verbs		
-ABLE	showing potential	adore → adorable	enjoy → <i>enjoyable</i>	remark → remarkable	
-IBLE	quality	elect → eligible	sense → sensible	access → accessible	
-ANT		please → pleasant	tolerate → tolerant	ignore → ignorant	
-ENT		urge → urgent	obey → obedient	affluence → affluent	
-IVE		talk → talkative	sense → sensitive	imagine → imaginative	
-ING	causing effect	please → pleasing	love → loving	annoy → annoying	
-ED	receiving effect	please → pleased	bore → bored	annoy → annoyed	

- There is a small group of adjectives starting with an A- prefix, which includes words like:
   alike (=identical) / akin (=similar) / awake (=not sleeping) / asleep (=sleeping) / alone (=by oneself) / aware (=conscious, knowing) / aloof (=cold, detached) / ajar (=slightly open for doors)
- These adjectives are only used in attributive position (i.e. not before a noun).

1	Write the nouns correponding to each of these adjectives and match them to the correct synonym.
	Look at the example.

0	funny	fun	A dangerous
1	sympathetic		B awesome
2	□ bad tempered		
3	☐ risky		D quarrelsome
4	□ wonderful		E aloof
5	☐ habitual		F customary
6	snobbish		G understandin

2	Write the correct suffix in the	spaces choosing	between -ING	G or -ED.						
	<ol> <li>I had a very TIR journey some rest.</li> </ol>	so I needed		ts like pears or app ISFY as well as h						
	<ol><li>Oysters are the most DISG tried.</li></ol>	UST foods I've		In my opinion people who have never travelled aren't very INTEREST .						
	3 The gig was rather DISAPPO	OINT: the	7 Whe	en Bill and Emma split	up I was so SHOCK					
	singer was awful.		8 Why	did she have that	SURPRIS look in					
	4 The little boy was hungry a	nd FRIGHTEN	her	eyes?						
3	Underline the correct adjectiv	e in each sentenc	e.							
	<ol> <li>Don't make a noise: the chi asleep.</li> </ol>	ldren are sleepy /		e my History teache annoying / annoyed	er, but she has such voice.					
	2 We spent a pleased / pleas	ant evening with			sunny day and I felt					
	the Jeffersons.		hap	py.						
	3 Don't make fun of your sist	ter: you know	7 Prop	polis is extremely u	sual / useful when					
	she's very sensitive / sensitive	ole.	you	have a sore throat.						
	4 I can't even think of eating	that lobster: it's			tells an <i>imaginary /</i>					
	alive / lively.		ima	ginative story.						
4	Listen to the definitions o next to them.	f the adjectives (1-	6) and write	the correct synony	ms from the box					
	abominable embarra	assed not br	ave rich	n tidy u	npredictable					
	1 loathsome =		4 orde	erly =						
	2 cowardly =									
	3 sheepish =		6 whi							
5	Make adjectives from the words in the box and put them under the correct heading.									
	compliment	depend env	y faith	favour	magic					
	mistery play	pessimist	response							
	-ic / -ical -ant /-ent	-ary	-ous	-able/-ible	-ful					
		1			HAVAT					
6 First Use the word given in capitals at the end of each line to form a word The word must be different to the one provided.					at fits in the gap.					
	TM - Transcendental Meditation	n is a simple (0) <u>no</u>	atural techniq	ue	NATURE					
	which is easy to learn and use				DAY					
	Besides being profoundly (2)				RELAX					
	it will make you feel less (3)		re detached		ANXIETY					
	from the (4) events in You can practise TM anywhere.				STRESS COMFORT					
	armchair or sofa or while trave				NOISE					
	bus. It is an (6)v	table to the state of the state			ENJOY					
	power and it is (7)				SUIT					
	age, religion or (8)	_ background.			EDUCATE					
	After practising TM, you will no				HEALTH					
	but you'll also feel more (10)	and	happy.		CONFIDE					

# Word formation: noun suffixes

- English nouns are formed from verbs, adjectives or other nouns: like adjectives they are characterised by typical suffixes that mostly come from Greek, Latin, Old French or Old English.
- Suffixes can often be inferred based on their function: for example the suffix -ism is typically found in attitudes, social trends or political ideas or religions (consumerism, Communism, Taoism); -ness and -ity often refer to qualities (shyness, curiosity); -ship and -hood often refer to human relationships (friendship, motherhood), -ist and -ian are typical of jobs (psychologist, politician), -ics is the typical ending of sciences (physics, politics); -er and -or typically refer to people or machines that carry out specific actions or tasks (farmer, calculator).

suffix		nouns mostly com	ing from verb roots	
-AL	try → trial	deny → denial	arrive → arrival	approve → approval
-AGE	use → usage	marry → marriage	pilgrim → pilgrimage	inherit → heritage
-ANCE	ally → alliance	apply → appliance	attend → attendance	endure → endurance
-ENCE	silent → silence	differ → difference	exist → existence	resilient → resilience
-ERY	brave → bravery	brew → brewery	slave → slavery	machine → machinery
-ING	mean → meaning	land → landing	meet → meeting	bless → blessing
ASSESSED N				
-MENT	argue → argument decide → decision	enjoy → enjoyment visual → vision	govern → government	employ → employmen recede → recession
-SION			explode → explosion	
-TION	act → action	receive → reception	produce → production	intend → intention
-URE	fail → failure	please → pleasure	press → pressure	furnish → furniture
suffix	noi	uns mostly coming from	n adjectives or other n	ouns
-DOM	king → kingdom	bore → boredom	star → stardom	wise → wis <b>dom</b>
-ENCY	fluent → fluency	agent → agency	frequent → frequency	current → currency
-HOOD	boy → boyhood	likely → likelihood	brother → brotherhood	priest → priesthood
-ICE	just → justice	serve → service	note → notice	coward → cowardice
-ISM	race → racism	ideal → <i>idealism</i>	optimist → optimism	cynical → cynicism
-(I)TY	anxious → anxiety	able → ability	safe → safety	vary → variety
-NESS	noisy → noisiness	sad → sadness	aware → awareness	wild → wilderness
-SHIP	hard → hardship	reader → readership	scholar → scholarship	partner → partnership
-TH	long → length	grow → growth	wide → width	deep → depth
-Y	honest → honesty	jealous → jealousy	private → privacy	difficult → difficulty
suffix	nouns t	ypically referring to pe	ople or their jobs and	functions
-OR	jury → <i>juror</i>	direct → director	survey → surveyor	conduct → conductor
-ER	law → lawyer	farm → farmer	employ → employer	research → reseacher
-EE	train → trainee	refer → referee	employ → employee	refuge → refugee
-ANT	assist → assistant	serve → servant	defend → defendant	account → accountan
-IST	art → artist	tour → tourist	science → scientist	physics → physicist
-CIAN	diet → dietician	music → musician	magic → magician	politics → politician

- Other suffixes indicating human activities or jobs are:
  - -eer (engineer, pioneer, volunteer), -tress for female workers (actress, headmistress, waitress),
     -ent (student, president).

1 Complete the following chart with the nouns and adjectives from the box on the right.

	verb	noun	adjective	imaginary		choosy	
1	choose			1 14		0000000000000000000000000000000000000	
2	succeed			health	у	success	
3	imagine			safety	health	image	
4	vary			variety	various	choice	
5	heal				.5.1045		
6	save			safe		successful	

5		heal				,	
6		save			S	afe suc	cessful
2	Co	mplete the sent	ences with the cor	ect noun rela	ted to	the verb in brackets.	
	1	Transplantatio	n of organs is one o in modern med	f the		We've had a few days. (argue)	
		(achieve)			6	Vincent Van Gogh is n	ny favourite
	2		e a to th	e sales		(paint)	.,
	0 <del></del>	department. (c			7	I've put on some	. (weigh)
	3		ACCOMPANIES OF THE PROPERTY OF	(inhabit)		What's the name of th	Company of the Compan
	4		the live as		1177	(sell)	
		I expected. (pe				\$ 700	
3	Fi	choose A, B	C or D to complete	the sentences	S.		
	1	She gave the b	aby a look	of love.	5	We had a wa	alk by the lake.
	2		in a law fi			My father's best qualit	
	3	I work out wit	h a 3 times	a week.	7	is the oppo	site of bravery.
	4	Are you interes	sted in?		8	The reasons for this are	e many and
	1	A mother	B motherly	C mother	nood	D mothering	
	2	A employed	B employer	C employs	ment	D employee	
	3	A trainer	B trainee	C trainist		D training	
	4	A policy	B politician	C politics		D political	
	5	A pleasure	B pleasing	C pleasan	t	D pleased	
	6	A image	<b>B</b> imagination	C imagina	ry	D imagine	
	7	A Cowardice	<b>B</b> Coward	C Coward	ly	D Cowardy	
	8	A varied	<b>B</b> variously	C variety		D vary	
4	Fin	complete th	e second sentence	so that it has	a sim	ilar meaning to the fir	st using the word in
	bra	ackets. You mu	st use between 2 ar	nd 5 words.			
	1	Tom's got a lo	t of imagination (ver	y).		Tom is a	boy
	2	How long is th	e Thames? (the)			What's	the Thames
	3	I'd like to impi	rove my fluency in E	inglish. (becon	ne)	I'd like	
	4	I was happy to	hear the news. (fill	ed)		Hearing the news	0
	5	You usually bit	te your nails if you f	eel anxious. (d	lue)	Nail biting is	
	6	The boy ran av	way to avoid being p	ounished. (esca	ape)	The boy ran away	
	7	I don't know S	panish very well. (li	ttle)		I have	3
	8	You have impr	oved a lot. (great)			You've	

5	Circle the words that are both verbs and nouns among the one listed below. Write the correct
	noun next to the remaining ones.

1	warm	5 9	show	9	trust
2	heat	6 1	ose	10	delight
3	grow	7 1	notice	11	teach
4	hope	8	cnow	12	sing

Complete the grid writing the other words from the same family under the correct heading. In some cases there may be more than one word per category. Look at the example.

	noun	verb	adjective	adverb
1	relationship / relative / relation	relate	relative / related	relatively
2		impress		
3				usually
4		please		
5			carefree /	
6		prefer		
7		comfort		
8	sense /			

Listen and complete the article with words deriving from the words in the box.

certify	character	custom	develop	fly	head	improve	invest	
man	maneuver	office	perform	prepare	refined	sell	simulate	

## **Pegasus Aircraft Company** reveals latest jetpack

The Pegasus Aircraft Company based in Auckland has revealed details of its latest jetpack prototype. The company's CEO, Mark Welsh, said that the new prototype was a key (1) improvement over the previous one. 'Changing the position of the jetpack's ducts has resulted in a big step forward in

especially in terms of its (2),' said Mr Welsh. He also added that the company has full (4) (3) from the Civil Aviation Authority for (5) flight and has recently made great in increasing the (7) time of the aircraft. (6)The company's present focus is on further improving the (8) of the jetpack through some engine (9) in order to make it suitable for commercial sale. The company has appointed Henry Stuart to take on the role of Chief Finance (10) with a particular of the launch of the jetpack onto the market. emphasis on assisting it in the (11) The jetpack continues to attract interest from potential (12) and (13) worldwide,' said Mr Coker. 'We are still concentrating on its (14) as an unmanned air vehicle'. The company is also working on a jetpack (15) that will be available in the next few months.

## Word formation: verb affixes

Many verbs are also nouns in English (coach, display, hurry, phone, etc), so the function of the
word can only be understood in context. In some cases the only difference lies in the stressed
syllable (rècord = noun / recòrd = verb with the main stress on the last syllable). Compare these
two examples:

I bought this yesterday. (=noun)

→ Do you often TV? (=verb)

Do you need a **permit** to fish here? (**permit** = noun)  $\rightarrow$  They won't you to leave. (per**mit** = verb)

Another little group of verbs shows similarity to the stem of the nouns they are related to, with a
typical vowel change in the middle (song / sing – food / feed – drop / drip) or some other other
minor changes (life / live – gift / give – breath / breathe). Compare the verbs and nouns in these
examples:

Junk food is bad for your health.

- → Did you feed the cat? (feed = give food)
- What he said is proof of his intelligence.
- → What he said proves his intelligence.
- He was out of breath after running.
- → You must breathe more slowly.

## Main verb prefixes

	giving a certaing quality as in encourage (= give courage) or enable (= make sb able)					
EM-	light → enlighten	able → <i>enable</i>	large → enlarge	sure → ensure		
	rich → enrich	force → enforce	bed → <i>embed</i>	power → <i>empower</i>		
DE	doing the same action again or sending it back as in return and refund					
RE-	view → <i>review</i>	use → <i>reuse</i>	cycle → recycle	sell → resell		

## Main verb suffixes

The -EN suffix typically refers to shape, size, colour, light, composition, and gives or increases a
certain quality as in strengthen (= give strength) or whiten (= make sth white)

EN	length → lengthen	wide → widen	broad → broaden	like → <i>liken</i>
-EN	height → heighten	sweet → sweeten	weak → weaken	strength → strengthen

The following suffixes are often found in words from Latin / Greek origins as in sympathise - signify operate - finish. Many of these verbs are mostly used in more formal English.

-ISE	real → realise	advice → advise	analysis → analyse	memory → <i>memorise</i>
-IFY	simple → simplify	class → classify	clear → clarify	pure → <i>purify</i>
-ATE	active → activate	creation → create	value → evaluate	date → <i>update</i>
-ISH	ban → banish	final $\rightarrow$ finish	distinct → distinguish	complete → accomplish

Other typical verb affixes from Greek / Latin origin are:

IN- (which indicates acquiring something or an intake): increase – inhabit – inherit – inhale – inflame

CO- (which indicates collaboration or working with): cooperate – cohabit – coexist – collaborate
-INE (with different pronunciations): determine – examine – combine – define

 There may be more than one verb related to the same root but with different meanings, which can lead to some confusion. Here are a couple of examples:

assure (=make sb sure about sth) – ensure (=make sure) – insure (=provide insurance for sth) clear (=remove clutter) – clarify (=make sth clearer)

1	Build verbs with the sa	ame stem as the word pro	vided.	
	1 belief	5 high	9	extinct
	2 tight		10	terror
	3 glory	7 dark		
	4 light	8 exam		
2	Complete the followin	g sentences with the verb	s related to the words in	n brackets.
	1 He was pro	fusely so they took him	4 Travelling is a g	reat way to your
	to the ER. (blood)		horizons. (broad	1)
	2 We the ea	siest path because we	5 My parents have	e always me to
	were tired. (choice)		develop my mus	sical gift. (courage)
	3 They the n	natch because the other	6 I with yo	ou - I'm unemployed, too.
	team played better.	(loss)	(sympathy)	
3		rd among the three alterna		
		re / ensure) you that		hten / light / lighten) my
	you'll be pleased w		hair a little bit.	at 2 2 3 3
		ch I have to (loosen l		(memorise   memories
	lose / loss) my belt			ne victims of the Potato Blight.
	3 I can't see any (ima		1600M	urch doesn't (force / fortify /
	images) on the scre	een.	enforce) celibac	y among its clergy.
4		ven in capitals at the end of ferent to the one provided		ord that fits in the gap.
		in planning the finest lux		SPECIAL
		rea, always your ca		
		uy death is to slee		LIKEN
		me for the clothes I		CRITICISM
	STATE OF STA	r's because the pain in my		WORSE
		y sometimes to lo	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	RESPONSE
	7 How is this word _		1 1 00 7	PRONUNCIATION
		your subscription befor	e it expires.	NEW
5		unciation of 8 words and		t to them if they are
-	pronounced as verbs.	unciation of 5 words and j	put a tick in the box nex	t to them it they are
	1 present	5 export	□ 9	protest
	2 live	6 object	□ 10	increase
	3 record	7 rebel		The state of the s
	4 desert	8 suspect		
6	Complete the grid writ	ting the other words from	the same family under	the correct heading In
•	그리는 하다 전투에 가장하는 이번 하면서 두 사람이 때 없었다.	be more than one word p	가게 가장 하면 가게 되었다. 그래마 했다면 살아 보다 가장 하는 것이 없는 것이 없다.	the correct neutring. In
				advorb
1	noun	verb	adjective	adverb
1	3	EII	£.II	threateningly
2		fill	full	
3			agreeable	155 No -12
4				increasingly

enjoyingly

6

flattery

# Word formation: privative and other affixes

	Main privative	suffixes						
Typically used to form	the opposites of adject	ctives ending in -FUL						
useful → useless	helpful → helpless	fearful → fearless	flawed → flawless					
med from these adjective	ves typically take the	suffix -ness: hopeless →	hopelessness					
	Main privative p	orefixes						
This privative suffix is the most frequent one and it can be used for all types of words								
likely → unlikely	sure → unsure	less → unless	aware → unaware					
correct → incorrect	sane → insane	secure → insecure	credible → incredible					
means precious (=havi	ng great value)	* 2						
	AND SERVICE TO A SERVICE OF THE SERV		pure → impure					
		rate Nas-York	legal → illegal					
pleased → displeased	agree → disagree	like → <i>dislike</i>	courage → discourage					
behave → misbehave	lead → mislead	place → misplace	print → misprint					
attached → detached	inflate → deflate	ascend → descend	increase → decrease					
	Other prefit	kes						
(often means more tha	n) outdo (=do better)	outnumber (=be more)	outlive (=live longer)					
(often means less than	) undergo	underestimate	understatement					
(means excessively)	overwhelming	<b>over</b> come	oversleep					
<ul> <li>→ inactive (adjective)</li> <li>→ unable (adjective)</li> </ul>	re the following: ) – <b>de</b> activate (verb=r – <b>dis</b> able (=verb) / <b>di un</b> believable (adjecti	nake sth inactive) sabled (=adjective) – <b>in</b>						
	rmed from these adjective  This privative suffix is likely → unlikely correct → incorrect  That IN- is not only a means precious (=having possible → impossible relevant → irrelevant pleased → displeased behave → misbehave attached → detached  (often means more that (often means less than (means excessively)  The privative adjective of the means more than (means excessively)  This privative suffix is the means precious (=having possible of means precious (=having possible of means have of misbehave of misbehave of misbehave of means less than (means excessively)  The privative suffix is the means precious (=having possible of misbehave of misbehave of misbehave of misbehave of means less than (means excessively)  The privative suffix is the means precious (=having possible of misbehave o	Typically used to form the opposites of adjective useful → useless helpful → helpless med from these adjectives typically take the Main privative process. This privative suffix is the most frequent one likely → unlikely sure → unsure correct → incorrect sane → insane  That IN- is not only a privative prefix. For every means precious (=having great value) possible → impossible polite → impolite relevant → irrelevant regular → irregular pleased → displeased agree → disagree behave → misbehave lead → mislead attached → detached inflate → deflate  Other prefix (often means more than) outdo (=do better) (often means less than) undergo (means excessively) overwhelming ups of words belonging to the same family megative affixes. Compare the following:  → inactive (adjective) - deactivate (verb=round) inactive (adjective) - disable (=verb) / disable (=ve	Typically used to form the opposites of adjectives ending in -FUL useful → useless helpful → helpless fearful → fearless  Timed from these adjectives typically take the suffix -ness: hopeless →  Main privative prefixes  This privative suffix is the most frequent one and it can be used for a likely → unlikely sure → unsure less → unless  correct → incorrect sane → insane secure → insecure  That IN- is not only a privative prefix. For example, invaluable doese means precious (=having great value)  possible → impossible polite → impolite mortal → immortal relevant → irrelevant regular → irregular logical → illogical pleased → displeased agree → disagree like → dislike  behave → misbehave lead → mislead place → misplace attached → detached inflate → deflate ascend → descend  Other prefixes  (often means more than) outdo (=do better) outnumber (=be more) (often means less than) undergo underestimate (means excessively) overwhelming overcome  ups of words belonging to the same family may be confusing because negative affixes. Compare the following:  → inactive (adjective) - deactivate (verb=make sth inactive)  → unable (adjective) - deactivate (verb=make sth inactive)  → unable (adjective) - disable (=verb) / disabled (=adjective) - inactive (adjective) - disable (=verb) / disabled (=adjective) - inactive (adjective) - disable (=verb) / disabled (=adjective) - inactive (adjective) - disable (=verb) / disabled (=adjective) - inactive (adjective) - disable (=verb) / disabled (=adjective) - inactive (verb=make sth inactive)					

## 1 Write the opposites of the words in the box under the correct headings.

accu	racy	available	conscious	fearful	honest	inhabited	interpret	
literate	morali	ty print	relevant	respectful	satisfie	d sensitive	thoughtful	

-less	un-	in- / il- / im- / ir-	dis-	mis-

2	ted in exercise 1.							
		le were, but things started to change after	the introduction of					
	the printing press.  2 I was hit by a stone and my w	vife found me lying on the ground						
		t and said that his comment had been by the	he media.					
	4 Around 90 per cent of Canada's land is							
		vere for the first night of our stay due to p	lumbing problems.					
		remark on her clothes she wouldn't have been	나이 하는 것이 있다면 하는 경우를 가게 살아 보다 하는데 보다 보다 되었다.					
3	Match the adjectives (1-6) to their synonyms (a-g) and write the privative affix to make them							
	contraries.							
	0 C unlikely	a accurate						
	1capable	b fit						
	2 care	c probable						
	3 sympathetic	d credible						
	4 Delievable	e pleasant						
	5 suitable	f able						
	6agreeable	g sensitive						
4	First Use the word given in capi	itals at the end of each line to form a word that i	fits in the gap.					
	The word must be different to th	e one provided.						
	We often find ourselves laughing (	(1) at the strangest moments, even	APPROPRIATE					
	when someone is in pain. As psyc	chologists are discovering, those (2)	HELP					
	giggles might be one of our most i	important and (3) behaviours.	UNDERSTAND					
	As a (4) at UCLA, Dr Soph	nie Robson has spent the last few years trying	NEUROSCIENCE					
	to answer these questions. 'Mirth	may be the primary way of maintaining (5):	RELATE					
		t much easier to dissipate tension after a (6)	STRESS					
	event and they are also (7)	to argue over minor matters.' says Robson.	LIKE					
		gues might (8) of her flippant attitude,	APPROVAL					
		may seem to be a trivial, ephemeral, (9)	POINT					
	reaction to events, but it is (10)	neutral - there's always a meaning to it.	ARGUE					
5	Listen to the extract from 'Th	he Fall of the House of Usher' by E.A. Poe, and fil	l in the blanks					
with the correct word formed from the stem in brackets.								
		1) (sound) day in the autumn of the year, when the	V. 12.5 T.					
		been passing alone, on horseback, through a singularly drea						
		nd myself, as the shades of the evening drew on, within view						
		—but, with the first glimpse of the building, a sense of (3) _ vas it—I paused to think—what was it that so (4) (						
		It was a mystery all (5) (solve); nor could I grapple						
		dered. I was forced to fall back upon the (6) (satisf	1.50					
		ations of very simple natural objects which have the power						
		ng considerations beyond our depth. [] I reined my horse t						
		in (7) (ruffle) lustre by the dwelling, and gazed dow						
		than before—upon the remodelled and inverted images of						
	and the ghastly tree-stems, and the vac	cant and eye-like windows.						

#### Units 1-5

- 1 Underline the correct form. In some sentences there may be more than one choice.
  - 1 Kevin Richardson is a South African animal behaviourist who specialises / is specialising / has been specialised / is specialised in lions, leopards and hyenas.
  - 2 We haven't had / haven't got / don't have / haven't a TV for years.
  - 3 Tom is really fed up now, he waits / has waited / has been waiting / is waiting all day.
  - 4 You look angry. Have you been arguing / Did you argue / Do you argue / Are you arguing with Sheila again?
  - 5 I can't stand Vera, she always shows off / is always showing off / has always been showing off / has always showed off.
  - 6 The man in this picture holds / has been holding / is holding / has held a flashlight in his right hand: I think there's just been a black out.

### Units 2, 3, 4, 6, 7

- 2 Underline the correct form. In some sentences there may be more than one choice.
  - 1 I would be / used to be / was / have been very shy as a boy, though I had a few close friends.
  - 2 The thieves broke into the building easily because everybody watched / had watched / was watching / have watched the solar eclipse.
  - 3 A Were you meeting / Did you meet / Have you been meeting / Have you met my friend Bob yet?
    B Yes, he had been / has been / was / was being at the cinema with us last Saturday.
  - 4 I've been feeling / I've felt / I felt / I'm feeling sad since Karen left. I hope to see her soon.
  - 5 We're celebrating because it's been 25 years since we were married / have married / got married / are married.
  - 6 He passed all the tests even though he wasn't studying / hadn't studied / didn't study / hasn't studied much.

### Units 8, 9

- 3 Underline the correct form. In some sentences there may be more than one choice.
  - 1 I think you are finding / will find / are going to find / will be finding Sandy at the library.
  - 2 I'm so excited: by this time tomorrow we will travel / are travelling / will be travelling / will have travelled to Paris!
  - 3 The play will start / starts / is starting / is going to start at 4.30 p.m. tomorrow so why don't we meet in front of the theatre at 4.15?
  - 4 I will see / am seeing / am going to see / will have seen my friends in town at 5 p.m. You could join us there.

### Units 10, 11

- 4 Underline the correct form. In some sentences there may be more than one choice.
  - 1 Although Tom studies hard / hardly studies / studies enough / enough studies he always gets excellent marks.
  - 2 He's probable / unlikely / unlike / impossible to get here in time for the beginning of the show.
  - 3 He quickly ran / fastly ran / ran quick / ran fast away when he heard the shot.
  - 4 You'll have to work harder / hardly work / work more hard / work more hardly if you change job.
  - 5 I bought a nice velvet blue / nice blue velvet / velvet nice blue / blue velvet nice jacket at the new store on the corner.
  - 6 Try this delicious Italian red / red delicious Italian / Italian delicious red / delicious red Italian wine!
  - 7 I do rarely / don't often do / seldom do / don't never do the sudoku puzzle in the newspaper.
  - 8 I have still / still have / have still got / still have got to finish this exercise.

### Units 12, 13

- 5 Underline the correct form. In some sentences there may be more than one choice.
  - 1 There's an / some / any / the ice cream on your T-shirt.
  - 2 Shall I bring you a little / some / any / a few strawberries, Madam?
  - 3 There weren't a lot / many / much / a great deal stalls at the market because of the rain.
  - 4 You should keep both / either / every / all hands on the steering wheel when you drive.
  - 5 Nobody / No-one / None / Any of my grandparents is alive.
  - 6 Every / Each / All / Both of these 8 paintings belonged to my great-grandfather.

## Units 14, 15, 16

- 6 Underline the correct form. In some sentences there may be more than one choice.
  - 1 She's one of the cleverer / more clever / most clever / cleverest people I've met.
  - 2 Nobody's nearly boring / more boring / as boring / so much boring as he is.
  - 3 The more old I grow / older I grow / more I grow old / more I grow older the less I like going out at night.
  - 4 If you speak slowlier / more slowly / most slowly / the more slowly I'll understand you better.
  - 5 Less and less / Fewer and fewer / Little and little / Least and least people buy paper books nowadays.
  - 6 It was how / so / such / what an unforgettable experience that we kept talking about it for weeks.
  - 7 I'm less / fewer / a bit / a little plumper than I used to be in my teens.
  - 8 The item will be delivered by Friday at last / at the latest / at the last / at later.

## Units 17, 18, 19

- 7 Underline the correct form. In some sentences there may be more than one choice.
  - 1 Mum needn't have / didn't need to / hadn't to / didn't have to wear glasses when she was younger.
  - 2 Connor mustn't have / couldn't have / can't have / mightn't have been at Steve's party: he was in Ireland for work.
  - 3 You were supposed to be / should have been / ought to be / had got to be here at 5: you're half an hour late as usual!
  - 4 Sam, you mustn't / don't have to / needn't / can't worry: we'll be back in time for the match on TV.
  - 5 Your roof needs to be repaired / repairing / have repaired / be repairing. My dad can fix it in no time.
  - 6 You aren't allowed to / aren't able to / can't / don't manage to drink alcohol under 21.

## Units 20, 21, 22

- 8 Underline the correct form. In some sentences there may be more than one choice.
  - 1 Bring a few more loaves of bread in case we would need / needed / will need / need to make more sandwiches.
  - 2 If we wouldn't have had / haven't had / hadn't had / didn't have an important meeting we'd have come to the movies with you.
  - 3 They weren't / wouldn't be / wouldn't have been / hadn't been so upset now if you had called to tell them you were late.
  - 4 I wish I had been / I were / I have been / I would be less shy when I was a child.
  - 5 If only I would speak / could speak / had spoken / would have spoken so many languages as you: you're so lucky.
  - 6 Sylvia is such a chatterbox. I wish she was stopping / had stopped / would stop / stops talking so much when I work.

## Units 23, 24, 25

- 9 Underline the correct form. In some sentences there may be more than one choice.
  - 1 When we arrived at the hotel we couldn't go into our room because it hadn't been cleaned / was cleaned / hasn't been cleaned / was being cleaned.
  - 2 He had / made / got / let his jaw broken many times until he gave up boxing.
  - 3 Why don't you let / make / have / get your cat sleep on the bed?
  - 4 This email is in Russian but I can't speak it: I'll have / make / let / get it translated by a friend from Moscow.
  - 5 When did you have / make / let / get your nose pierced?
  - 6 Just a second, make me / have me / let me / get me explain what happened first.
  - 7 Spaghetti is said being / to be / to have been / having been brought here by Marco Polo.
  - 8 The police found all the jewels that were stole / had been stolen / stole / were being stolen three days before.

#### Unit 26

- 10 Underline the correct form. In some sentences there may be more than one choice.
  - 1 The tour guide suggested / advised / recommended / told us not to buy souvenirs in that shop because it was too expensive.
  - 2 Why don't you help me done / to do / doing / do the housework for a change?
  - 3 I really can't help / stand / bear / afford worrying when my kids are travelling so far.
  - 4 Do you mind to repeat / repeating / you repeat / repeat your surname?
  - 5 They were let confess / made to confess / got to confess / due to confess after a long questioning.
  - 6 If you can't open that jar this way, try putting / to put / put / with put it in hot water.

### Units 27, 28

- 11 Underline the correct form. In some sentences there may be more than one choice.
  - 1 Tom said he will phone / was going to phone / would phone / would have phoned us but he never did.
  - 2 The doctor said / advised / suggested / recommended taking some vitamin supplements for a week.
  - 3 John said he must / should have to / had to / has had to work at the weekend.
  - 4 Were you able to / Did you manage to / Could you / Did you succeed in get in touch with the travel agency?
  - 5 He complained / warned / blamed / accused that he hadn't received the goods although he had ordered it a month before.
  - 6 I asked him if I could read his paper but he denied / forbid / discouraged / refused to give it to me.
  - 7 James insisted to pay / on paying / that he paid / with paying for the pizza because it was my birthday.
  - 8 Professor Higgins congratulated Anne for passing / to pass / on passing / of passing the test with the highest mark.

#### Unit 29

- 12 Underline the correct form. In some sentences there may be more than one choice.
  - 1 Did you thank the woman that she / which / whose / who found your laptop on the plane?
  - When I was on holiday I made a lot of friends, who / whom / which / that was probably the best part of my trip.
  - 3 Our neighbours helped us to move out, who / which / that / when was something I'll never forget.
  - 4 Where did you buy the jacket that you / which you / you / whom you were wearing yesterday?

## Units 30, 31

- 13 Underline the correct form. In some sentences there may be more than one choice.
  - 1 We won the second prize despite / although / even though / however we had only bought two lottery tickets.
  - 2 He was very worried due to / because / on account of / since the mistakes he had made in the test.
  - 3 Well, in my opinion / according to me / as far as me / In my point of view we should try the new system.
  - 4 Children can use the toys unless / until / provided that / as long as they put them away after playing with them.
  - 5 Mum did the shopping in the morning so as to / in order to / because of / for have more time to organise Grandpa's surprise party.
  - 6 I love spending time with friends but by contrast / in spite / on the other hand / all in all I also enjoy staying at home on my own.
  - 7 Since / As / For / Besides we were in a hurry, we took a taxi to get there.
  - 8 Why don't we go to a Thai restaurant instead of / whereas / as opposed / unlike the usual Sushi Café?

## Units 32, 33, 34

- 14 Underline the correct form. In some sentences there may be more than one choice.
  - 1 She gave us the news / the news us / to us the news / the news to us two days ago.
  - 2 What will it happen / will happen / it will happen / happens if I press this button?
  - 3 Neither / Either / Nobody / None of my parents can ride a scooter.
  - 4 You took part in last year's New York marathon, have you / didn't you / isn't it / haven't you?
  - 5 Don't call me before 5 PM, do you / will you / could you / shall you?
  - 6 Hugh goes running every day and so does Peter / so Peter does / so goes Peter / so Peter.
  - 7 Roger's finished the test but Larry didn't / isn't / doesn't / hasn't.
  - 8 I'm not going to be selected, am I / aren't I / don't I / will I?

#### Units 35, 36

- 15 Underline the correct form. In some sentences there may be more than one choice.
  - 1 In / At / On / By that moment she realised she'd left her ID in the kitchen.
  - 2 The expiry date of the tomato sauce is written at / on / in / onto the bottom of the can.
  - 3 Please let me know what you have decided to do until / before / by / within the end of next week.
  - 4 Lucy is in / at / on / into the hospital: she's visiting her grandmother.
  - 5 We usually travel there in our caravan / on our scooter / with our van / by the car.
  - 6 There's a newsagent's in the end / at the end / on the end / to the end of this street.
  - 7 The use of the term 'West End' began in the early 19th century to describe fashionable areas on / to / at / into the west of Charing Cross.
  - 8 Policemen aren't supposed to smoke or drink when they are on /at / in / of duty.
  - 9 Sorry, Madam, this item is not in / for / at / on sale: it is just a sample.
  - 10 I'm not responsible with /of / about / for what happens after 7PM.
  - 11 Anna and Mark are fond on / of / with / in travelling: they have been everywhere on earth.
  - 12 Don't tell your sister: she might be shocked at / for / with / by the news.
  - 13 I'm sorry: I didn't do it by / on / in / for purpose.
  - 14 Many celebrities spend loads of money in / for / on / with cosmetic surgery.
  - 15 I left the party because I didn't like the people and I didn't feel with / in / at / on ease.
  - 16 I'm fed up / upset / annoyed / tired of waiting: I'm going home.
  - 17 What does the story tell / deal / talk / speak about?
  - 18 He suffers of / with / from / for a rare disease that can only be cured with this herb.

#### Unit 37

## 16 Underline the correct form. In some sentences there may be more than one choice.

- 1 If you want to earn more interest you will have to do / make / get / take a different type of investment.
- 2 Why don't you drink some herbal tea? It will have / make / get / do you good.
- 3 It makes / has / takes / gets a long time to play the piano so well.
- 4 I always think I was a very lucky girl because I had / took / made / got the chance to travel around the world since a very early age.
- 5 Let me know when you make / get / come / reach to an agreement.
- 6 I must go on a diet: I've been earning / getting / putting on / gaining weight.

## Units 38, 39

## 17 Underline the correct form. In some sentences there may be more than one choice.

- 1 Hello, this is Greg Dawson. Could you put me forward / up / off / through to Mr Patterson, please?
- 2 It was really hard for me to put / break / bring / turn down his invitation, but I felt it was the right thing to do.
- 3 What horrible smell! The meat must have gone / got / come / taken off.
- 4 The Black Death broke in / up / out / down in 1348 and it killed one third of the population.
- 5 We made / did / brought / took up our cottage and changed all the furniture last year.
- 6 I usually get on well with him but sometimes we break up / drop off / fall out / come over over silly things.
- 7 If I were you I wouldn't bring up / take on / come across / run into the subject again.
- 8 I hate it when people break / cut / pick / speak in while I'm speaking.
- 9 My son wastes a lot of time staying up / hanging out / going on / staying over with friends instead of doing his homework.
- 10 Would you mind putting / turning / getting / taking out your cigarette? This is a non-smoking area.
- 11 I don't believe in aromatherapy: there is no evidence to give / set / put / back it up.
- 12 I still have a mortgage to pay off / over / back / out so I can't spend so much on a holiday.

## Units 40, 41, 42, 43

### 18 Underline the correct form. In some sentences there may be more than one choice.

- 1 We're supposed to be tackling this business in an ordered / ordering / ordinated / orderly fashion, remember?
- 2 Charlie is such an embarrassment / embarrassingly / embarrassed / embarrassing bad tennis player that no one wants to play with him.
- 3 My great-grandmother had a very pleasing / pleasurable / pleasant / pleased voice.
- 4 To my utter surprise the fox was alive / living / live / lively although it had been run over by the truck.
- 5 There's a variable / varied / variety / various of dialects in our country which have almost nothing in common with each other.
- 6 You need to be physique / physic / physical / physically fit to be a pilot.
- 7 It was an enjoying / enjoyable / enjoyment / enjoyed evening that we'll never forget.
- 8 The full board formula lets you enjoy a careless / careful / carefree / caring holiday and think only about fun.
- 9 It was a very uneventful / eventless / uneventual / eventfree week so we were bored.
- 10 My 3-year-old child often says unsensed / insensible / senseless / insensitive words: I think he's trying to understand how language works.
- 11 We've been trying to decrease the likelihood / likeliness / likedom / likelity of such accidents.
- 12 Capitalistic societies can only thrive thanks to consuming / consumerism / consumistic / consumptioning.

## Audio Scripts

#### TRACK 1

#### Unit 1 exercise 4

Woman: Tell me about your city.

Well, I live in a town by the sea. I quite like living Boy:

Woman: How do you usually go to school?

It depends. When it rains I go by bus, if it's sunny Boy:

Woman: What do you think of horror movies? Boy: Actually, I enjoy watching them. Woman: What are your hobbies?

This year I'm doing a course at the drama school. It's Boy:

Woman: What do your parents do?

My father doesn't work and my mother's a doctor. Boy:

Woman: What are your plans for the summer? I'm going to Australia for a couple of months. Boy:

Woman: What are your subjects this year?

This year I'm studying Maths, Science and Physics. Boy:

What's the weather like in your country? Woman: It's usually sunny and warm. It hardly ever rains. Boy:

#### TRACK 2

#### Unit 1 exercise 7

Woman 1: And who's this girl?

Woman 2: Which one? The one sitting on the white sofa?

Yes, what a lovely smile... Woman 1:

Oh that's my daughter! She's always walking Woman 2:

barefoot at home, which really drives me mad.

She can't stand wearing slippers.

She looks like you a lot. Woman 1:

Woman 2: Yeah, I suppose she takes after me.

Woman 1 What are you doing?

Woman 2: Oh, we're browsing through a magazine.

I remember that day.

Woman 1: What a wonderful bright living room you have.

And I can see a garden through the window

behind the sofa.

Woman 2: Yes, though it's not that big...

#### TRACK 3

#### Unit 2 exercise 4

Last night I had a dream that I was babysitting my little sister at my place when someone rang the doorbell. I opened the door and I saw two strange-looking men who were standing on their hands: one of them was wearing a clown outfit while the other looked like an ape and kept telling silly jokes trying to make me laugh. They told me they were looking for their black and white kitten and when I said I hadn't seen it they rushed upstairs where my sister was sleeping. Then I woke up.

## TRACK 4

## Unit 3 exercise 4

Few people passed. The man out of the last house passed on his way home; she heard his footsteps clacking along the concrete pavement and afterwards crunching on the cinder path before the new red houses. One time there used to be a field there in which they used to play every evening with other people's children. Then a man from Belfast bought the field and built houses in it - not like their little brown houses but bright brick houses with shining roofs. The children of the

avenue used to play together in that field - the Devines, the Waters, the Dunns, little Keogh the cripple, she and her brothers and sisters. Ernest, however, never played: he was too grown up. Her father used often to hunt them in out of the field with his blackthorn stick; but usually little Keogh used to keep nix and call out when he saw her father coming. Still they seemed to have been rather happy then. Her father was not so bad then; and besides, her mother was alive. That was a long time ago; she and her brothers and sisters were all grown up her mother was dead. Tizzie Dunn was dead, too, and the Waters had gone back to England. Everything changes.

#### TRACK 5

#### Unit 4 exercise 4

Tina: George where have you been? It's almost 5 and my

parents will be here for dinner by 7.

Sorry Tina, I was stuck in a traffic jam for almost an George:

hour and the cell phone battery went dead.

Tina: I hope you've bought all we need for the cocktail at

least. Did you find the frozen shrimp?

George: Yes, I got two packets, but unfortunately they were

out of mayonnaise.

Tina: Oh, that's not too bad. I can make it myself. But I

need the eggs. Did you get them?

George: Yes, I got a dozen. What did you manage to do in the

meantime?

Tina: The lasagna is in the oven and it's ready. I wanted to

make meatballs but then I realised I didn't have any

George: I got some Parmesan cheese if you want. Shall we

make them now? I'll give you a hand with that.

Ok, but first put the bottles of white wine you bought Tina:

in the fridge.

#### TRACK 6

Dave:

#### Unit 5 exercise 6

Dave: Is that you Rebecca?

Rebecca: Excuse me, I don't think I know you...

Dave: Reb, it's me, Dave. Don't you remember? We were

classmates at primary school.

David Crosby! I don't believe it. Boy, have you Rebecca:

> changed! I would never have recognized you. Yeah, I guess I was just a kid and at 10 I had no

beard. You look exactly the same, though. What have

you been doing in the past 25 years?

Oh, nothing special. I still live here in Brighton, with Rebecca:

my husband. I have two kids, a boy of 8 and a girl of I used to work as a teacher but I stopped when I

had my second child.

Sounds great. I have a daughter too, but my ex wife Dave: and I got divorced in 2012. I moved to London last

year, so I just come here at weekends to see Zoe.

Rebecca: I see. Look, I've got to go now, I have to pick up the

kids from school in about 15 minutes. Here's my phone number: why don't you call me this afternoon? If you're in town this weekend, you could

come round for a cup of coffee and we could catch

Lovely. I'll call you at around 2pm. It was really nice Dave:

seeing you again. You look wonderful as usual.

Thanks, Dave. I'll speak to you later. Bye!

#### Unit 6 exercise 3

It was on a dreary night of November that I beheld the accomplishment of my toils.[...] It was already one in the morning; the rain pattered dismally against the panes, and my candle was nearly burnt out, when, by the glimmer of the half-extinguished light, I saw the dull yellow eye of the creature open; it breathed hard, and a convulsive motion agitated its limbs. [...]

How can I describe my emotions at this catastrophe? [...] I had selected his features as beautiful. Beautiful! -Great God! His yellow skin scarcely covered the work of muscles and arteries beneath; his hair was of a lustrous black, and flowing; his teeth of a pearly whiteness; but these luxuriances only formed a more horrid contrast with his watery eyes, that seemed almost of the same colour as the dun white sockets in which they were set, his shrivelled complexion and straight black lips.

I had worked hard for nearly two years, for the sole purpose of infusing life into an inanimate body. For this I had deprived myself of rest and health. I had desired it with an ardour that far exceeded moderation; but now that I had finished [...] breathless horror and disgust filled my heart. Unable to endure the aspect of the being I had created, I rushed out of the room, continued a long time traversing my bed chamber, unable to compose my mind to sleep.

#### TRACK 8

#### Unit 7 exercise 4

Robert Falcon Scott was a British explorer who led two expeditions to the South Pole, and died on the disastrous second trip, along with his crew. His expedition reached the South Pole after Roald Amundsen, who led the first. Scott led his first British Antarctic expedition on the ship HMS Discovery from 1901 to 1904. On this mission, they sailed along Northern Ross Island to Mount Terror. Scott named this new area King Edward VI's Land. In 1902 Scott made the first balloon flight on Antarctica. From November 1902 to January 1903 Scott and two crew members tried to cross the Ross Ice shelf on a sled pulled by 19 dogs. However they became ill with scurvy and they had to return. Soon after, most of the crew returned to England, but Scott and a few others remained to explore the area until September 1904. When he returned to England, he became very popular and published 'The Voyage of Discovery' in 1905. Scott's second Antarctic Expedition started 5 years later. He set out for Antarctica on June 1, 1910, on a ship called the Terra Nova. He was racing against Roald Amundsen to be the first man to the South Pole. Scott and his crew reached Ross Island on January 4, 1911 and prepared for a sled trip to the South Pole which started on November 1st. While they were still crossing the Beardmore Glacier, Amundsen reached the South Pole on January 4, 1912, so by the time Scott's team reached the pole on January 18, 1912, Amundsen had already left the Norwegian flag there. In his journal, Scott wrote, "Great God! This is an awful place, and terrible enough for us to have laboured to it without the reward of priority." Scott and his crew were frozen, exhausted, disappointed, and suffering from scurvy as they began their return trip. By February 17, one crew member, Seaman Edgar Evans had died. Other members of the expedition began to die, and they set up their last camp on March 11, 1912 only 11 miles from a depot where they could have

found supplies. A raging blizzard kept them from the depot, and the remaining crew died at this camp. They were found dead in their sleeping bags by a rescue party on November 12, 1912.

#### TRACK 9

#### Unit 8 exercise 4

Brenda: Hi Farrah, did you get my text message?
Farrah: Oh, right... Brad and Lisa's barbecue party next

Saturday.

Brenda: I'm definitely going. What about you?

Farrah: I'm not sure yet. If the baby sitter comes for the kids I'll go, but I still haven't talked to her. I guess I

will go anyway.

Brenda: I see. I'm going to get something for their new home

today. Why don't we go together?

Farrah: Sure, where shall we meet?

Brenda: I'm seeing Adam in front of the department store at

3,30. Let's meet there.

Farrah: Fine, I'll join you there at 3,30 then.

Brenda: Ok, after the shopping I'm going to pick up the kids from the gym. I'm taking them to their favourite pizza restaurant. Do you want to come with us?

Farrah: No, thanks, Brenda. Rob's coming back from Germany this evening. I think I'll have to pick him

up from the airport.

Brenda: Ok, see you later then. Bye

Farrah: Bye.

#### TRACK 10

#### Unit 9 exercise 3

Cindy: Hi Tracy. What are you doing on Friday?

Tracy: Hey Alex. I'll be going shopping to buy a present for Mick. How about you?

Cindy: I'll be working on my History report and I'll be studying for my Science test.

Tracy: Oh, I see. What about Saturday? I'll be watching the new 'Divergent' movie with Mick after dinner. It's on at the Odeon at 8.15. Why don't you join us?

Cindy: Sounds great. By Saturday evening I think I'll have finished writing my report. Yes, I'd love to go with you. What time do you think you will be leaving to go to the cinema?

Tracy: Mick and I will be leaving right after dinner, at 8, since we live close to the cinema. What time will you

be leaving?

Cindy: I think I'll have to leave around 7.30 to be on time.

Tracy: Great, we'll have got there by that time so I'll be meeting you right in front of the box office, ok?

Cindy: fine. See you on Saturday then. Bye Tracy.

Tracy: Bye, Cindy.

## TRACK 11

#### Unit 10 exercise 5

- 1 A narrow-minded person is a person that is not open to different ideas/thoughts, they do not tolerate opinions that differ from theirs and have biased ideas.
- 2 A high-spirited person has a lot of energy and enthusiasm which give him/her an optimistic view of life.
- 3 A well-educated person is someone who has extensive knowledge and culture because he /she has studied for a

long time and probably has a university degree.

- 4 A well-behaved child has good manners and is never rude. He/She acts and speaks politely and respects social rules.
- 5 You are absent-minded if you act carelessly or don't think much about the consequences of your actions.
- 6 A quick-witted person is clever, smart and fast at understanding or discovering things.
- 7 If a place is brightly-lit it means it isn't dark so you can see well.
- 8 A strong-willed person is very determined and stubbornly tries to achieve his/her goals. He or she doesn't take no for an answer and won't stop until he/she obtains what he wants
- 9 A densely populated area is a place where the percentage of people living in a given zone is very high,
- 10 If something is outdated it means it isn't modern enough and belongs to the past because it is either unfashionable or too old to be useful

#### TRACK 12

#### Unit 11 exercise 6

1

Jenny: Hi Rob, it's been a while since I last saw you. Have

you been studying for your exams?

Rob: Hey, Jenny!.. Well, actually, I've been doing a lot of other things and I've missed a lot of lectures. In fact, I haven't cracked a book in over 3 weeks... well,

I guess I'll have to catch up on work now.

2

...and I have a daughter, Emma. She's 37 now. She was born when I was already in my mid-forties and it was a bit hard to raise her on my own as my husband used to work abroad. I was tired all the time because I had a part-time job in the morning and then I looked after her until late at night. I never regretted my choice though: she's a loving daughter.

We watched closely as Mrs Watanabe demonstrated how to heat the water, put the tea leaves into the pot and then wait until it was ready to pour into the little cups. We couldn't see what she put inside the cups before pouring the tea, because we weren't in the front row. I think it was a sort of nut or something. You know, the Japanese drink tea in a different way: they don't put any sugar or milk or lemon in it.

Man 1: I think we'd better go by taxi. Our flight leaves at 8

a.m. and we can't afford to miss it.

Man 2: Don't worry, we'll be there in time. I have arranged for a taxi to pick us up at 6a.m. Of course we'll feel a bit sleepy, but if we don't go to bed too late, that won't be a problem. Besides, we'll be able to have a

nap during the flight to Montreal.

#### TRACK 13

#### Unit 12 exercise 2

'The Phantom of the Opera'

'Gone with the Wind'

'The Heiress'

'The young Victoria'

'The Usual Suspects'

'The Elephant Man'

'The Addams Family'

'The Taming of the Shrew'

#### TRACK 14

#### Unit 13 exercise 3

Interviewer: Are these homes like the ones in your country?

Which of these two houses would you rather live

in?

Student: Well, both of these houses are really beautiful.

Actually, I can't see many differences between them: both have pointed roofs, a wonderful garden with plenty of space and several plants and trees around. I suppose neither of them is in an Italian city, because most people live in flats in my country and very few can afford to live in large houses, because we don't have enough space in towns. In the country it's a bit different, though... anyway, I think I'd love to live in either of these homes, but maybe I slightly prefer the one on the right, because the lawn in front of the house is larger.

#### TRACK 15

#### Unit 14 exercise 3

Grace: Mum, what was it like when you were my age?

Meg: Well, when I was 16 most of the things that are

essential for living today didn't even exist then. I mean cell phones, the Internet, MP3 players, Facebook, you know... It surely was easier to live, in a way, though it was harder to communicate. We only had landlines and we needed change to make phone calls from booths; we didn't have as much freedom as you do now. On the other hand, though, we used to spend more real time with real friends... My parents used to be stricter than I am with you and your brother, so we couldn't go out with our friends as often as you do now. We spent more time with our family and less time doing sport or just being at home alone. We were basically less free

than you.

Grace: Well, sounds like it was more difficult to be a teen

back then. I guess you had a worse life than me, Mum. Meg: Not necessarily. I mean, you may see it as more

Not necessarily. I mean, you may see it as more boring, but I remember those years as the best in my life, though at that time I thought they were the worst. Something else is different: your generation seems to like being teens for ever. And that makes sense, since you are much freer than we were and you also have more opportunities and more pocket money than our parents gave us. But we looked forward to being grown-ups and start living our own life. In the end I find that you and other kids your age aren't as determined as we were back in the eighties. At 16 I already knew I wanted to be a teacher, so going to school was something I had to and wanted to do, even though sometimes it wasn't as interesting as I would have liked it to be. You just knew that you would have better opportunities if you

Grace: That's right. I guess it's harder now to believe that

learnt more.

if you do well at school you'll find a better job. Most of my classmates don't really know what they are going to do and I'm as undecided as them, of course.

Mum: Don't worry, Grace. You'll figure out what you want to do later. As for now, just focus on learning as

122

much as you can and one day, I'm sure, that'll come in handy.

#### TRACK 16

#### Unit 15 exercise 3

- 1 I've been eating far fewer calories since my operation.
- 2 You ought to train much harder than you used to.
- 3 This is by far the driest place in the world.
- 4 The further we run the sooner we'll get fit.
- 5 I really love tigers, but unfortunately there are fewer and fewer.
- 6 It's not nearly as complicated as you think it is.
- 7 I haven't the slightest idea where he is.
- 8 She's felt much worse since her daughter left for California.
- 9 The longer you sleep the healthier your skin will look.
- 10 I tried putting some more salt in the soup but it got even worse, so I had to throw it away.

#### TRACK 17

## Unit 15 exercise 7

Both these pictures show beautiful tourist destinations. In the picture on the left I can easily recognize New York City as there's the Statue of Liberty in the foreground... Besides, the skyline in the background is by far the most famous in the world, so I guess anybody could tell that this is the 'Big Apple'. By contrast, the picture on the right is much harder to recognise: it must be an oriental city because the building shown in it has got the typical roof of many Chinese buildings. It may be a theatre or a museum in Hong Kong or in Beijing, but unfortunately I have never been to any Asian country so I can't really tell where the picture was taken. Anyway, I'm quite sure a European traveller would be far more interested in visiting the Far East; actually, China and other oriental cities are becoming more and more popular with tourists because of the increasing importance of Asia in trade; on top of that, oriental culture has always appealed to western people because it's not nearly as well-known as the facts we learn about the western world at schools.

On the other hand, New York is such a unique symbol that it will always attract loads of people from everywhere. New York is also a lot closer to Europe than most Chinese cities, and the further you fly the more expensive the flight. Not everybody can afford to spend so much on a holiday. To make a long story short, I suppose the choice would depend on the number of trips the traveller has made: the more the trips around the world, the less the interest in a western destination.

#### TRACK 18

#### Unit 16 exercise 5

- A What an awkward situation.
- B I had such a good time with them.
- C You have no idea how painful it is.
- D There are so many of them.
- E How thrilled I felt that day.
- F They're such good friends now.

#### TRACK 19

#### Unit 17 exercise 4

If this is your first airline flight, you should take the time to get familiar with common security rules and basic baggage rules, and remember that you have to keep valuable or personal items in your carry-on baggage and not in your checked luggage. When you go through airport security you ought to avoid taking banned or restricted items through the security checkpoint. The items you mustn't bring onboard the plane are usually listed in signs around the checkpoint area: if you happen to take these items by mistake, you will have to leave them to the security personnel. Some items may be carried on board but you are supposed to pack them in the checked baggage. Such items include cutting instruments and knives, tools and sporting accessories like bats or sticks. If you have liquids, gels or aerosols, remember that they need to be kept in individual containers with a capacity of no greater than 3.4 fluid ounces (100 ml). However you don't have to follow this quantity restriction if the liquids, gels or aerosols are used as a treatment for medical conditions. You must also keep money and electronic devices in your carry-on luggage. Last but not least, you had better check all the travel documents well in advance: if your passport needs renewing, for instance, this will take a while, so you shouldn't do it just before leaving.

#### TRACK 20

#### Unit 18 exercise 4

The Honour Code at Providence High School aims at helping students achieve success both in academic work and in character development. It is therefore very important for students to learn and respect these rules.

- Students may not have more than 10 class absences per year course, However if they exceed this number they will be allowed to recover them by attending extra afternoon sessions at school. The schedule is determined at the beginning of the school year. If the student fails to complete the required recovery for absences more than 10 per course he or she will be given a grade "F" for that course.
- 2 In the event of an absence, a student must bring a note signed by a parent or legal guardian stating the reason for the absence. Notes presented more than five days after the student returns to school WILL NOT be accepted.
- 3 Students are permitted to carry their phones and other electronic devices as long as they are turned completely off and not visible during school hours. These devices can only be used as part of their instruction as directed by the teacher. Violation of this rule will result in confiscation of the student's cell phone, iPod, or other electronic device. Cell phones and other electronic devices will be returned after a variable confiscation time: 3 school days for the 1st offence, 5 school days for the 2nd offence, 7 school days for the third offence.
- 4 Students are required to wear appropriate clothes at all times for health and safety reasons. Students aren't allowed to wear hats, caps, or other headgear, including sunglasses. No item may be carried if it may be used as a weapon. These items will be confiscated. Other items that cannot be worn at school are bedroom slippers, pyjamas, clothing displaying offensive language or pictures, tops exposing stomachs, miniskirts and shorts, see-through clothes.

#### TRACK 21

#### Unit 18 exercise 6

The picture on the left shows a woman and a child, who are likely to be a mother and her young son. She may be telling

him off for doing something he wasn't allowed to do. The boy is sulking and has an angry look in his eyes, but he might be sorry for what he did. In the other picture I can see another mother with her teenage boy. I think he has been working on a maths exercise but can't do it. Maybe he is feeling frustrated because he hasn't managed to solve it yet. His mother looks a bit annoyed: maybe she's telling him that he will never succeed in doing it if he doesn't try solving it in another way.

#### TRACK 22

#### Unit 19 exercise 4

- I made a big mistake when I decided to leave school and find a job. I was just 16 and back then I just wanted to be independent and do what I wanted. I thought I could do anything I wanted just because I was determined and strong. Now that I have a daughter I find it particularly difficult to convince her that education is important and it will pay off in the end.
- I still haven't decided what to do after high school: maybe I'll take a gap year and travel around the world before I decide if I want to work or go to university. I may even find a job abroad and decide to live there, who knows... of course my parents would like me to go to university but I still haven't made up my mind.
- 3 College life is quite different from high school. You need to be well organised if you want to do other things besides studying. I spent most of my freshman year catching up with academic work and getting ready for exams. It can be pretty stressful in the beginning..then you learn to make the most of your time.
- 4 Things have changed so much since I was a student myself. When you start doing this job you think you will find kids that are just like you at that age. And that's the big mistake. Today's high school students are quite hard to involve in what you are trying to teach them: they get bored easily. A good teacher today is a person that has enough charisma and sense of humour to become someone to look up to..
- 5 My favourite teacher is Mr Karlsberg. He's been teaching us Science for a couple of years. The thing I like the most about him is that he's friendly and informal, but at the same time he manages to get us to learn. I also like him because of his funny German accent and I love to hear him speak German on the phone.

#### TRACK 23

#### Unit 20 exercise 4

- 1 ...I haven't the slightest idea, because I don't like to plan my holidays so far in advance. I guess I'll find some cheap lastminute flight, if I can find any in July, and go there. Last year I went to Sardinia and I had a wonderful 2-week holiday in a dream holiday home by the sea. If I don't find anything I can afford, I'll probably get the chance to redecorate my flat: it's been years since I last did it, so that could be a sensible alternative.
- We usually plan our vacation well in advance because we have 3 kids and when you wait until the very last moment you really have a hard time finding accommodation that is affordable. This year we're going to Florida: we're taking the kids to Disneyworld and then we're going to rent a car and drive down to Miami, where my sister lives. If the weather is fine we may drive further south and stay a couple more days in Key West, the little island where

- Hemingway lived, you know...
- 3 I never go on holiday in summer, because I run a Bed&Breakfast and that's when most guests book to have their holidays. My wife and I close our B&B after the Christmas holidays in late January. We really love the sea so 5 years ago we bought a little house in Naxos, a beautiful island in the Cyclades. The weather is fine all year round, so we usually spend a month there in February. Life is really inexpensive on Naxos, so we may decide to move there for good when we retire.
- 4 I'm a scuba diving instructor so I guess I've been on holiday since I decided to leave my job as an engineer in Melbourne and move to the Maldive Islands. I was fed up with the job and I grabbed the opportunity to make the most of my hobby when I saw the ad in the newspaper and applied for the position. It wasn't hard to make up my mind and leave, because I'm a single 30-year-old man and I have no kids. I only have a sister that I visit once a year when I get back to Australia, if she's not travelling on holiday.
- My dream is to go to Australia one day. My Spanish cousin has just come back from a year-long study holiday in Perth and he said he had a wonderful time there. Of course, my parents are far from being happy about this plan, because Australia is on the other side of the world. Anyway, I've already started saving up for the flight, which is quite expensive. I think I'll have enough money by the time I turn 18 so I still have to wait 2 years before my dream comes true.

#### TRACK 24

## Unit 21 exercise 5

Tom: I don't like smartphones at all. I think our life has turned into a nightmare since they invented cell phones. Everybody can call you at any time of the day and night. Unfortunately I need my smartphone for work.

Aysha: I regret leaving university before graduating, but my country was at war so I had to escape a few months before my graduation day. I hope I'll be able to finish what I started one day.

Sheila: I really love horse-riding: I tried it a couple of times when I was on vacation and it's great fun but unfortunately there are no riding schools where I live and can only do it in the summer.

Paddy: I 'm from Cork and I lived there until I was 22. then I married an Italian woman. We got divorced a few years ago but I'm working in Milan now, so I still live here.

#### TRACK 25

#### Unit 22 exercise 5

- I will never forget the day I met Amrita, the beautiful young woman I sat next to during my flight to Sri Lanka 25 years ago. She had a perfect English accent and had studied Law in England: she had had an adventurous life and apart from being incredibly well-educated and clever, she was breathtakingly beautiful. We exchanged our addresses and phone numbers, but unfortunately I lost her name card when I got back home. Such a pity!
- 2 ... so I decided I wanted to work because I was fed up being a housewife and full-time mother: I had been feeling useless and depressed with too much time on my hands, and

besides my friends seemed to be thinking that I was spoilt. I had no idea how stressful it would be to juggle between work and family. I wonder why I made that silly decision sometimes...

- 3 I used to be what is commonly known as a workaholic. Basically all I did was working obsessively. The incredible thing is that not only did I not enjoy my job, I absolutely despised it. I was a lawyer's PA and working overtime was the usual thing. I left the house at 6 and got back home as late as 10 pm. My girl was raised by my baby-sitter before I eventually gave up the job and started living again. I really regret not seeing my daughter grow into the 12-year-old girl she is now, though.
- 4 When I started university I did it mostly because of my parents, who had always wanted me to be a doctor. My father hadn't had the chance to go to university and I knew that he expected me to partly make his dream come true. I did become a doctor in the end, but I must confess my dream was to be an opera singer. I sing in a choir as often as possible but If I could turn back time I'd probably choose a different path.
- 5 I've always loved music. My parents were musicians as well so nobody was surprised when I decided I wanted to be a violinist. The thing is that nowadays there are very few people that can actually get good jobs as musicians. I mean, you've got to be really good, and..well, I wasn't. I liked playing and everything, but no matter how hard I tried I never won any competition and I collected countless unsuccessful auditions until I finally gave up and set up a musical instruments store with my parents' help. I guess I shouldn't have wasted so much time on that career...

#### TRACK 26

#### Unit 23 exercise 5

- O According to some scholars Richard III probably killed his two nephews.
- Abraham Lincoln's assassination occurred in 1865.
- 2 In 2016 they will hold the Olympic games in Rio.
- 3 Nobody has invented the time machine yet.
- 4 Have you ever wondered what would happen if an asteroid hit our planet?
- 5 According to one of the major Swiss telecommunication companies 250,000 fans are viewing the band's website at the moment.
- 6 It may sound incredible but the best oil you must use to make crispy French fries is oil you have used continuously for a while.

## TRACK 27

#### Unit 24 exercise 3

Porcelain was invented by the Chinese in around the 7th century AD. Then it was exported to the Islamic world. By the 14th century porcelain was being brought to Europe by the Ming Dynasty, which is known for its blue-and-white wares. Much of the porcelain trade was controlled by the Ming Dynasty, thanks to which it spread all over Asia, Africa and Europe through the Silk Road. Later, Portuguese merchants began direct trade over the sea route with the Ming Dynasty in the 16th century and they were followed by Dutch merchants. It was not until the early 18th century that the Chinese process of making porcelain was discovered by a German potter. In the following decades many European potteries started to be set

up. Many of the world's best-known potteries were founded during this period - Royal Saxon in 1710, Wedgwood in 1839, Royal Copenhagen in 1772, and Spade, which was established in 1732 in England.

#### TRACK 28

#### Unit 25 exercise 5

Ada: Hey! Did you make all these delicious-looking plates of food yourself?

Of course not. I mean, I love cooking and everything Janet: but I'd never have managed to get all of these foods ready for this evening if my friends hadn't helped me: you'll meet them in a few minutes, they're still

in the kitchen. Ada: Oh, I bet YOU made the sweet-sour pork, though. Nobody can make it as well as you. And I can't wait

to have some.

Yeah, but don't worry, it doesn't take as long as you Janet: might think. I had the mushroom egg rolls made by Mum: hers taste much better than mine, but she has never let me watch how she makes them: it's a secret recipe. And the curry rice is Japanese style: I had it made by my friend from Tokyo who was my roommate at college. Her name's Kimiko.

Ada: You've made me hungry! Look at the shrimp! So mouthwatering!

I made Rupert cook that. He didn't want to do Janet: anything, but I told him I wouldn't take no for an answer. You know, he lived in Bangkok for a while and he learned to make this Thai speciality from his girlfriend. I've never tasted anything as delicious. And I'm sure you'll love the ginger & clam soup, too: I had it made by Xiao-jia. It's typical of Qing-Dao, the Chinese city he's from. It's hot and spicy.

Ada: Great, I can't wait to start tasting everything. And where shall I put my tiramisu? I hope it tastes as good as the one I made last month.

I bet it does, unfortunately... I know I'll have to go Janet: running every day for two weeks just to shed what we're going to eat tonight (both laughing).

#### TRACK 29

#### Unit 26 exercise 5

- 1 A What about going to the cinema tonight.
  - B Oh, well, actually I'm a bit tired. Why don't we watch a DVD at home instead? I'm a bit tired...
  - A Fine, what movie would you like to see?
- 2 A Have you seen the latest 'Hunger Games' movie?
  - B Yes, I have. Actually, I really loved it. What about you? Did you like it?
  - A Well, I didn't like it as much as the first one, but I think it's still a good film. I'd suggest watching it anyway.
- 3 A I'm sleepy. I think I'll go to bed, Dad.
  - B Ok, don't forget to brush your teeth, Dave.
  - A Ok, good night, Dad.
- 4 Kev Robertson began work as a cameraman in the documentary division of the BBC, as well as shooting music videos. He went on to work as a director of photography on a number of feature films including the award winning 'Quality of Life' which was awarded the Glass Bear at the Berlin Film Festival and the gritty prison biopic 'Black August'.

#### Unit 27 exercise 3

- 1 Mrs Dalloway said she would buy the flowers herself.
- 2 'Please, Sir', replied Oliver, 'I want some more'.
- 3 Oscar Wilde said: 'I can resist anything except temptation'.
- 4 The monster wondered why people were chasing him away.
- 5 Jane thought that she had seen Mr. Reeds' ghost because that was where he had died.
- 6 'Jekyll is ill, too,' Mr Utterson told him.

#### TRACK 31

#### Unit 28 exercise 5

- 1 My mother regretted buying the smartphone.
- 2 Tony blamed me for what happened at the party.
- 3 Eric advised us to put the heavier things in the hand luggage.
- 4 They recommended going to the Confucian Temple.
- 5 We agreed to meet at Danny's place.
- 6 Tom denied doing it.

#### TRACK 32

#### Unit 28 exercise 6

Ann: Hi, Emma. I'm so sorry I'm late. I was leaving the

house when I realised I had left my smartphone on the desk in my bedroom, so I rushed upstairs to get it and I stumbled over. I fell down the stairs and

bruised my knee.

Emma: Oh, yeah? Well, You always seem to have an

excellent excuse for being late.

Ann: I'm not making up an excuse: look at my knee. See?

I didn't do it on purpose, of course.

Emma: Well, whatever. The thing is now we've missed the

train and we'll have to wait for the next one! And we're going to be late. Remember we had told Sue we'd be there early to help her make pizza and

get everything ready for the barbecue?

Ann: Don't worry, Emma. I talked to Jackie on the way

here and she told me she'll pick us up in about 20 minutes. She'll drive us there so we'll have plenty of time to help Sue with everything. How about that?

Emma: Oh, that's good news...

Ann: Now, can we go for a coffee while we're waiting for

Jackie? My knee really hurts and I need to sit down.

#### Track 33

#### Unit 29 exercise 7

- 0 The care with which you write a CV is very important.
- Please, put a tick next to the professional positions for which you want to apply.
- 2 Are the people for whom you are waiting from South America?
- 3 I can do without these things.
- 4 I'm looking for a travel book that has a list of the main hotels in Burma.
- 5 Tom likes listening to music that I hate.
- 6 He's talking about a book that he read in his teens.

#### TRACK 34

#### Unit 30 exercise 5

1 I am more and more convinced that, with reference to any public question, it is more important to know what the country thinks of it than what the city thinks. The city does not think much. (Henry David Thoreau)

- 2 I don't play accurately--any one can play accurately--but I play with wonderful expression. As far as the piano is concerned, sentiment is my forte. I keep science for Life. (Oscar Wilde)
- 3 The business of a novelist is, in my opinion, to create characters to begin with, and then to set them in the snarl of the human currents of his time, so that there results an accurate permanent record of a phase of human history. (John dos Passos)
- 4 Among most Christians the Old Testament is little read in comparison to the New Testament. Furthermore, much of what is read is often distorted by prejudice. (Eric Fromm)
- 5 Men are not to be told anything they might find too painful; the secret depths of human nature, the sordid physicalities, might overwhelm or damage them. For instance, men often faint at the sight of their own blood, to which they are not accustomed. (Margaret Atwood)

#### TRACK 35

#### Unit 31 exercise 4

- 1 To begin with, the main thing to keep in mind is undoubtedly the purpose of the interview. In other words, it is the candidate's opportunity to show the examiner what he or she can do. Therefore, my advice is to avoid making the examiner spend too much time trying to squeeze words out of you: as a matter of fact, you should do most of the talking.
- 2 Although candidates may feel nervous and tongue-tied most of the time, some of them sometimes eventually make the opposite mistake: of course they have to show they can express themselves on a variety of issues, however, this doesn't mean they should talk and talk and talk. In my opinion, a candidate will prove to be using the right approach as long as he or she takes the initiative and tries to lead the conversation from time to time. After all, we mustn't forget that it takes two to have a conversation.
- 3 Broadly speaking, a candidate won't be judged on his or her opinions, despite this, they should nevertheless try and sound interesting. Of course, the examiner is not there to trick you or to make you say the wrong thing; in fact, he will try to put nervous candidates at ease so as to make them confident and fluent. So I'd say relax and enjoy the conversation as a pleasant experience, because as a result what you say will sound more natural and interesting.
- 4 Well, it's also a question of how you present yourself, I suppose. Undoubtedly, our posture as well as our facial expression can communicate certain things about us as accurately as words can. This is why when you enter the room for an interview, you shouldn't do so in a sheepish way as that may suggest you are not confident. Another thing is that you shouldn't look as if you're about to go through the worst experience. Last but not least, avoid sitting with your arms and legs firmly crossed as if you were protecting yourself from possible attack.
- When we have a conversation with someone, we usually look at them; moreover, we often smile and nod to show that we are still following what they say. As a consequence, it's not a good idea to spend all the time in the interview gazing at the floor or at your legs; instead, you should look at the examiner, you can smile and even joke during the exam if you don't over do it, of course.

#### Unit 32 exercise 6

- 1 Last summer I went with my parents to Sardinia. It was indeed a wonderful holiday.
- 2 I like very much pizza: it definitely is my favourite dish.
- 3 I will choose probably Engineering when I next year go to University.
- 4 Did you write in pencil the answers of the test?
- 5 I don't know very well my new neighbours but they look friendly.
- 6 I ate quickly my lunch because I was late.

#### TRACK 37

#### Unit 33 exercise 5

Wuthering Heights is a famous novel written by a 19th-century writer called Emily Brontë . It tells about the impossible love story between Catherine and Heathcliff, two characters that seem to be more Romantic than Victorian. Heathcliff loves Catherine, but she decides to marry Edgar Linton, who is a wealthy handsome young man. Heathcliff runs away and when he comes back he's a rich man that is determined to take revenge: he ruins Catherine's brother Hindley, treats Hindley's son Hareton like an animal and marries Linton's sister Isabella only to make her miserable. The story is told by two narrators: Nelly Dean, the servant who has been close to Catherine and Heathcliff through their childhood years up, and Mr Lockwood, a gentleman who knows very little about the story. The book ends with the children of the two protagonists, Catherine's daughter and Hareton (Heathcliff's son), who are going to get married.

### TRACK 38

#### Unit 34 exercise 1

- 1 Shut up, can't you?
- 2 You couldn't give me a lift downtown, could you?
- 3 Banks close at 5 pm, don't they?
- 4 It was a lovely concert, wasn't it?
- 5 Terry's daughter has lovely blue eyes, doesn't she?
- 6 You haven't found my earring in your car, have you?

#### TRACK 39

#### Unit 35 exercise 2

- Boy: All of these pictures show beautifully furnished bedrooms. Which of them would you choose for an article?
- Girl: Personally I prefer the room with the chest of drawers and the lamp on the right: it looks really large and I also like the wooden beams on the ceiling and door windows on the left which let a lot of light in. What about you?
- Boy: Well, it's hard for me to decide: I prefer sparse furniture with very few things around, and I'm more into homes with modern interior design, so I'd probably choose the one with the vase of flowers on the chest of drawers. I'm sure I'd never choose the room with the wooden chest at the bottom of the bed. Do you like it?
- Girl: No, not really. It looks much smaller than the other three and there are too many things in it. However, I find that the picture you'd choose shows a room that is a little too impersonal. I wouldn't feel comfortable sleeping in such a room. Besides, magazines often show these kinds of modern furniture so it would also be a bit boring.

- Boy: Yes, maybe you're right. Well the picture with the framed windows on the right doesn't look bad. There are a few things that I don't like much, like the nightstand by the bed and the dark leather armchair in the corner, but I guess this one looks much more clutter-free than picture D.
- Girl: Well, I think this room looks a bit cold as well, but at the same time it is not as impersonal as the one in picture C. I think this could be the picture we agree on.
- Boy: well, on second thoughts I feel that the picture you chose in the beginning is actually the best one. I don't really like wooden furniture but lots of people do, and at least the room is really large and brightly-lit

#### TRACK 40

#### Unit 36 exercises 5 and 6

The chart shows the changes in the annual market share of four hi-tech products over a period of 4 years. Overall, there has been a steady growth in the sales of smartphones and tablets, whereas the total amount of PCs on the market fell by 20%. The strongest product category appears to be the smartphone sector, which has increased from 55% at the beginning of the period to 60% in 2015: the sales of this product are expected to increase by 5 more points in 2016 and reach a market share of 70% in the following year. Tablet sales show a trend that is similar to smartphones: in 2014 the market share of this product was only 10% but it is expected to grow by 5% in 2016 and remain the same over the next year. The forecast is based on the fact that in 2015 the tablet sector held 13% of the market. By contrast, there will be a dramatic decrease in desktop PC sales, which will drop from 15% to 10% in 2015. Demand for this product will lose 2 more points in 2016 and it is estimated that by 2017 the desktop market share will be one third of the 2014 figure. The portable pc market share shows a less dramatic decrease, starting from 20% in 2014: in 2015 it decreased by 3% and it is expected to lose 5 more points in the following year. The 2017 portable PC sales are expected to be half the share they had at the beginning of the 4-year period.

#### TRACK 41

#### Unit 37 exercise 5

When you get ready for an exam, organising your academic work will make the difference and help you to achieve your goals without feeling stressed out or insecure before the test. Ideally you should focus on a course at a time in order to concentrate harder, but if you can't help working on more than one course, make sure you plan ahead on what you will do first, giving priority to the hardest subjects.

Remember to write down what your professors explain in class so that you will have plenty of notes to work on when you start the study phase. At home you can also look into the subjects you find more difficult to understand by looking up information on the Internet.

Schedule your individual work carefully since memorising data will take a while: if you're preparing for a written examination with exercises, do as much practice as possible; when you have an oral test, you can learn things faster if you list the main points of the topic you will have to talk about. Last but not least, avoid studying on the day before the exam as you will need to rest after the effort you've made. Whether you choose to see your friends or go for a walk, try not to think about the test and relax.

#### Unit 38 exercise 6

- 1 We've got enough cheese, but we're running out of eggs. We also need some olive oil.
- 2 I was doing well at university in the first year, anyway two years later I dropped out and set up my own business. It is the best choice I've ever made.
- 3 She called on me this morning. It was such a great surprise. I hadn't heard from her for a while, so it was really nice to talk to her again.
- 4 It took us six months to do up the house before we could actually move in, but I'd say it was worth it. It looks as if it was new.
- 5 Too bad the party's been put off to Friday. I'll be in France then. I always miss the best things about school.
- 6 I've no idea how Ruth came into such a fortune. She kept complaining that she couldn't live on her salary, Now I guess the problem's over.

#### TRACK 43

#### Unit 39 exercise 4

- ...And I went to see it with my friend Alice.Well, to tell you the truth, the film let me down a bit. After all it won four Oscars. I definitely liked the acting and the montage was great, though.
- 2 ...So I just bumped into Sally while I was on my way to the shops last Saturday. I hadn't seen her for ages so we arranged to meet for a coffee tomorrow: I guess we'll spend hours talking about what we've been doing in the past few years.
- 3 Did you hear about Alice's husband? He's been arrested for stealing lots of things from the supermarket he worked in. Apparently he'd been doing it for a while, but I didn't expect Alice to turn him in.
- 4 I used to be very different back then. As a teenager I tended to keep to myself and I felt awkward with the other kids my age. Grace was the one that changed it all. She helped me to build up my confidence and enjoy being with other people.
- 5 I studied German when I was at university. My boyfriend was from Berlin so I had a chance to speak it whenever I felt like. Unfortunately I've never had to use it for work so I guess it'll take some time to revise it before I move to Munich.

#### TRACK 44

#### Unit 40 exercise 4

- 1 if something or someone is loathsome, it means that they fill you with disgust.
- 2 a cowardly person is someone who is afraid and lacks courage.
- 3 if you feel sheepish you feel embarrassment about something.
- 4 An orderly person is someone who likes keeping things neat or well-arranged.
- 5 an affluent person is very wealthy and can afford to pay large sums of money.
- 6 a whimsical person behaves in a playful erratic way that isn't easy to predict.

## TRACK 45

#### Unit 41 exercise 7

The Pegasus Aircraft Company based in Auckland has revealed details of its latest jetpack prototype. The company's CEO,

Mark Welsh, said that the new prototype was a key improvement over the previous one. "Changing the position of the jetpack's ducts has resulted in a big step forward in performance, especially in terms of its maneuverability," said Mr Welsh. He also added that the company has full certification from the Civil Aviation Authority for manned flight and has recently made great headway in increasing the flight time of the aircraft.

The company's present focus is on further improving the characteristics of the jetpack through some engine refinements in order to make it suitable for commercial sale. The company has appointed Henry Stuart to take on the role of Chief Finance Officer with a particular emphasis on assisting it in the preparation of the launch of the jetpack onto the market. "The jetpack continues to attract interest from potential customers and investors worldwide," said Mr Coker. "We are still concentrating on its development as an unmanned air vehicle". The company is also working on a jetpack simulator that will be available for sale in the next few months.

#### TRACK 46

#### Unit 42 exercise 5

- 1 pre'sent (verb)
- 2 live (adverb)
- 3 'record (noun)
- 4 de'sert (verb) 5 'export (noun)
- 6 ob'ject (verb)
- 7 'rebel (noun)
- 8 'suspect (noun)
- 9 pro'test (verb)
- 10 in'crease (verb)

#### TRACK 47

### Unit 43 exercise 5

During the whole of a dull, dark, and soundless day in the autumn of the year, when the clouds hung oppressively low in the heavens, I had been passing alone, on horseback, through a singularly dreary tract of country; and at length found myself, as the shades of the evening drew on, within view of the melancholy House of Usher. I know not how it was-but, with the first glimpse of the building, a sense of insufferable gloom pervaded my spirit. [...] What was it-I paused to thinkwhat was it that so unnerved me in the contemplation of the House of Usher? It was a mystery all insoluble; nor could I grapple with the shadowy fancies that crowded upon me as I pondered. I was forced to fall back upon the unsatisfactory conclusion, that while, beyond doubt, there are combinations of very simple natural objects which have the power of thus affecting us, still the analysis of this power lies among considerations beyond our depth. [...] I reined my horse to the precipitous brink of a black and lurid tarn that lay in unruffled lustre by the dwelling, and gazed down-but with a shudder even more thrilling than before-upon the remodelled and inverted images of the gray sedge, and the ghastly treestems, and the vacant and eye-like windows.



The **Grammar Plus** series provides students with short, clear grammar explanations, easy-to-follow rules, examples of how the language works and useful tables that make grammar easy to learn and revise. The wide range of exercises makes **Grammar Plus** ideal for revision in class or for self-study at home.

**Grammar Plus B2** offers rules and activities to students studying English at an upper-intermediate level.

## **Common European Framework**

A1 A2 B1 B2 C1 C2





